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Programs for At-Risk Students in the Washington County (Oregon) Schools: A Policy Study

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PROGRAMS FOR AT-RISK STUDENTS IN THE WASHINGTON COUNTY (OREGON) SCHOOLS: A POLICY STUDY

by

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This study develops recommendations for school district administrators and policy makers regarding policies and programs for students at risk of school failure. The study develops a descriptive picture of policies and

programs for at-risk students in Washington County school districts and evaluates those policies and programs against criteria for effective policies and programs in order to understand the degree to which such policies and programs implemented in Washington County school districts correspond to criteria associated with effective practices reported in the literature. The study identifies 23 such criteria and numerous indicators associated with each.

Data collection, analysis and evaluation were guided by five research questions focusing on procedures used to identify at-risk students, policies and programs implemented to serve the needs of at-risk students, procedures used to evaluate at-risk students and programs, and the effectiveness of at-risk student programs and policies. Data were collected from the 13 Washington County school districts and other agencies using interview, document analysis, and survey techniques. Interviews were conducted with 11 school district administrators, 66 documents were examined, the 13 Washington County school district superintendents were surveyed, and 56 of 93 elementary, middle and high school principals completed and returned a 29 item survey. The data were analyzed using descriptive statistics and written descriptive summaries. The data were further analyzed by applying the program evaluation technique of comparison to a standard, using the criteria

for effective policies and programs developed from the literature as standards.

The results show nearly all schools and districts meet two of four criteria related to at-risk student identification. Identification practices vary from formal to informal.

Most schools and districts meet both criteria related to the use of ineffective programs. Retention at grade level and diagnostic/prescriptive pullout programs are seldom used as an intervention with at-risk students.

Most districts and schools meet one of four criteria regarding programs that prevent students becoming at risk. No district offers preschool programs. Few full-day kindergarten options are available. Tutorial reading programs are available at the primary grades in most schools.

Three of 12 criteria regarding programs that serve identified at-risk students are met by nearly all schools and districts. A variety of classroom, schoolwide and alternative programs exist that partially meet criteria for effectiveness. Most programs serve secondary students.

No district meets the criterion for supporting programs with written policy. Few policies specific to at-risk students or programs exist.

In summary, nearly all Washington County schools and districts meet eight criteria for effective policies and

programs for at-risk students. The remaining 15 criteria are either met by some schools and not others, partially met by some or all schools, or met by few or no schools at all.

Other results show that little or no at-risk student or program evaluation occurs in most districts, that administrators perceive resources for at-risk students and programs to be inadequate, and that coordination of at-risk programs both within and between schools and districts is varied and often minimal or lacking.

Based upon these results, 52 specific recommendations are made to school districts administrators and policy makers.

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CHAPTER I

INTRODUCTION TO THE STUDY

OVERVIEW

The problem of students becoming at risk of failure and eventually leaving school early has been examined since Ayres (cited in Cremin, 1989), in 1909, published the first systematic study directed at students leaving school prior to completion. Ayres, researching elementary school students, noted academic failure, lack of ability, or dissatisfaction with schooling as significant reasons students left before graduation from elementary school. Ayres concluded that the school system was inefficient and in need of reform.

Each decade of this century has seen similar studies with similar results. As completion of high school has become the norm, the lack of student success due to academic failure, lack of ability, or dissatisfaction with school continues to be noted as major reasons students leave school early. Each decade has produced its own reports and recommendations aimed at reforming public education in ways intended to increase student success and prevent early exit from school (Cremin, 1989).

Most students enter school with enthusiasm and an eagerness to learn. For some students, that eagerness and enthusiasm has been replaced by a growing sense of failure and frustration by third grade. By ninth grade over 40% of the students in some school districts in the United States are at risk of leaving school before graduation (Brodinsky, 1989). Today, numerous policies and programs designed to meet the needs of students at risk of school failure have been implemented in many school districts. Upon examination, these policies and programs are often varied and fragmented, serve too few students, are not always based on sound research, and are often neither comprehensive nor coordinated on a system-wide basis. As a result, the problems noted by Ayres (cited in Cremin, 1989) 80 years ago continue to plague students and school systems today: academic failure or inability to achieve success in school, dissatisfaction with school, and a high rate of students leaving school prior to completion.

PURPOSE OF THE STUDY

The basic purpose of this study is to develop recommendations useful to school administrators and policy makers regarding policies and programs aimed at serving students at risk of school failure. To achieve this purpose, the study examines such policies and programs in light of the empirical literature and other data.

Formal policies are defined as written or organized principles or plans to be followed in order to achieve goals (Webster's New World Dictionary, 1983). In a more precise way, policies can be viewed as conscious efforts to regulate, set courses of action, exert influence, or to encourage certain behaviors in order to achieve desired outcomes (Mitchell, 1984; Stone, 1988). Informal policies often emerge from the practices of those who interact directly with an organization's constituency (Lipsky, 1980). Principals and teachers, often given a high degree of autonomy by the school district central administration, may exercise considerable discretion in the decisions they make regarding programs implemented to serve students in individual schools. Regardless of formal district policies, the actions and practices of principals and teachers may come to represent policy at the school site or district levels. This study focuses on formal policies and the programs used to implement those policies and only examines other variables (i.e. certain classroom practices and methods) as they relate to specific programs and policies identified in the study. Informal policies are examined whenever appropriate.

The study attempts to develop a picture of the policies and programs currently implemented by the 13 Washington County school districts to identify and meet the needs of at-risk students. The data gathered regarding such

policies and programs are sorted and classified according to characteristics of effective policies and programs for at-risk students identified by the empirical literature. Recommendations for school policy makers and administrators seeking to improve policies and programs for at-risk students are drawn from such classification of school district data.

BACKGROUND

The term "at risk" is used by educators to describe a certain category of students, even though the meaning of the term is not precise and varies with practice (Slavin, 1989). At-risk students are often defined as students of public school age who demonstrate characteristics contributing to the probability of their leaving school prior to high school graduation without an adequate level of skills needed for productive adulthood (Duncan, 1987; Jones, 1988). Levin (1989) describes educationally disadvantaged or at-risk students as those who "lack home and community resources to benefit from conventional schooling practices" (p. 47) due to poverty, cultural differences, broken families, or linguistic differences and often resulting in low achievement and high dropout rates. Pellicano (1987) points to at-risk students as "those who are powerless to develop their own potentials" (p. 48). Slavin (1989) broadens the scope of these definitions:

> The probability that a student will complete high school is not the only rational criterion for designating students as being at risk. For instance, we might define as at risk those students who are unlikely to leave school (at whatever age) with an adequate level of basic skills. . . . The group we are focusing on is those students whose intelligence is within normal limits but who are failing to achieve the basic skills necessary for success in school and life. A practical definition of at risk might be those students who are presently eligible for special or compensatory education. (p. 5)

Students become at-risk of failing and ultimately dropping out of school before high school graduation for a variety of family, personal, societal and educational reasons (Druian & Butler, 1987; Duncan, 1987; Jones, 1988; Levin, 1985, 1989; Slavin, 1989; Slavin & Madden, 1989a, 1989c). In addition, some students become at risk of failure when academic standards and expectations are raised without a corresponding increase in programs for educationally disadvantaged students (Stein, Leinhardt, & Bickel, 1989). In this study, the term "at-risk" is used to identify those students who, for whatever reason, are experiencing a lack of academic, social, and/or emotional success in school over a period of time sufficient to cause them to either drop out of school prior to high school completion or to graduate without sufficient skills needed to enter into a productive adulthood. While the use of the term "at risk" carries the danger of adding another negative label to those already placed on students by educators, it is commonly used in the literature and, for that reason, is

used in this study. Similarly, while graduation from high school does not always equate with student success, dropping out of school is a common outcome for at-risk students. Graduation and dropout rates are used in this study as an indicator of the extent of the problem of students at risk of school failure.

It is not the intent of this study to explore either the problems of student labeling or the problems of a meaningful high school diploma. Rather, the intent of the study is to examine existing policies and programs intended to prevent certain students from becoming at risk of failure and those intended to serve those students who are at risk of failure.

The problem of students leaving school prior to high school graduation is not new. Attendance records for Oregon ninth grade students show graduation rates (four years later) of 70% in 1957, 82% in 1967, 71% in 1977, and 70% in 1987 (Duncan, 1989; Vanikiotis, 1986). The Oregon Early Leavers Report for 1988-89 (Oregon Department of Education, 1990) examined students in grades 9 through 12 who left school between October 1988 and October 1989. The report shows an average statewide dropout rate of 7.44% for that one year time period, adjusted to account for those who left and were educated elsewhere; were issued an alternate award or certificate for program completion; were transferred to a mental health, juvenile or substance abuse program; who had

previously dropped out of school and then returned; or those who had died. This one year dropout rate, projected over a four year period, equates to the approximate 70% high school graduation rate reported in Oregon over the past several decades.

During the past 30 years school districts have maintained policies and programs aimed at keeping more students in school through graduation. Guidance and counseling activities, remedial classes, vocational programs, alternative schools, retention at grade level, and federally funded compensatory programs have existed for years. More recently, formal programs targeting school improvement and the retention of students in school through graduation have emerged. In 1984 the Oregon Department of Education implemented its Action Plan for Excellence resulting in mandated statewide curriculum reforms, mandated kindergartens, and several school improvement and professional development projects. In addition, many school districts implemented stricter graduation requirements, eliminated some elective programs, and tightened grade level promotion policies. In 1987 the Governor's Student Retention Initiative was funded by the Oregon Legislature as a statewide effort to reduce the number of school dropouts and to raise the high school graduation rate to 90% within five years through a cooperative effort involving schools and state and federal agencies serving youth.

Washington County reflects the trends, policies and programs found elsewhere. Washington County school district records show the 1988 high school graduation rate was 70%. The Oregon Early Leavers Report for 1988-89 (Oregon Department of Education, 1990) shows the countywide adjusted dropout rate for students in grades 9 through 12 to be 6.89% for that year, or a projected four year dropout rate of nearly 28%. The policies and programs implemented in Washington County school districts and directed toward retaining students in school through graduation are similar to those offered in other counties (Washington County Student, 1989). These programs include student mentoring and peer tutoring; alternative programs for low-achieving students, migrant students and teen parents; skill programs intended to ease the transition from middle school to high school; student advocate programs; drug and alcohol programs; evening high school programs; and a variety of guidance, counseling and remedial programs. Those formal programs specifically aimed at identified at-risk students serve approximately 3,500 students in grades 7-12 during one school year and yet over 1,000 students in grades 9-12 dropped out of school during 1988-1989. The 1988-1989 high school dropout rate of 6.89%, projected over four years, suggest that as many as 4,000 of the 14,500 high school students in Washington County may be at risk of failure and

eventual dropout. Few programs exist for preventing, identifying and serving at-risk elementary students.

Other practices that may help at-risk students also appear to be few. Informal or formal contacts with at-risk students are quite low (Duncan, 1988). Roid (cited in Duncan, 1987) notes most schools and districts do not provide adequate at-risk student program coordination to meet the needs of such students. The Washington County Economic Development Plan (1989) provides recommendations that speak to the need for a coordinated comprehensive plan for at-risk students. The Plan calls for increased self-paced and individualized learning, increased use of technology, the integration of social and educational services, and better countywide coordination of programs for at-risk students.

The lack of adequate coordination and programs for at-risk students is often blamed on a lack of commitment to certain groups of students, an unwillingness to develop and establish new programs, inadequate school finance, and the overall complexity of the problem. While most agree there are added costs involved in better addressing the needs of at-risk students, a number of reports and studies indicate an even higher cost to society when as many as one-third to one-half of its youth leave school early without adequate educational, personal, or societal skills needed for productive adulthood (Duncan, 1986; Hamby, 1989; Levin,

1989; National School Boards Association, 1989; National School Public Relations Association, 1989; Pellicano, 1987; Stein, Leinhardt, & Bickel, 1989; Washington County Economic, 1989). These higher costs include increased costs of special school programs, decreased earnings by a large segment of society resulting in lower tax revenue, increased costs in subsidized housing, increased welfare and unemployment costs, and increased costs in the juvenile and adult criminal justice systems.

The need to better identify and serve at-risk students is well established. The data describing the scope of the problem of at-risk students nationally, in Oregon, and in Washington County indicate a need for well defined school district policies and programs aimed at identifying and serving at-risk students at all grade levels. Washington County, like most of Oregon and the nation, is beginning to address this problem by developing policies and providing programs intended to meet the needs of at-risk students in ways that may keep them in school through high school graduation. This study attempts to describe those policies and programs and examine them in light of the characteristics of policies and programs shown to be successful by the empirical literature. As these policies and programs are examined and recommendations generated, questions regarding why certain policies and programs are implemented arise. Such questions are addressed by the

study whenever possible. However, the primary purpose of the study is to describe the current situation as it is and to make recommendations regarding how the current situation may be improved.

THE RESEARCH PROBLEM

The problem addressed by this study is to understand the extent to which the policies and programs for at-risk students implemented in Washington County school districts correspond to the criteria associated with effective practices as reported in the literature. The causes of student's becoming at risk of school failure are known and can be used to identify students as either at risk or potentially at risk of school failure (Brodinsky, 1989; Druian & Butler, 1987; Duncan, 1987; Jones, 1988; Levin, 1985, 1989; Slavin, 1989; Slavin & Madden, 1989a, 1989c). Effective and ineffective policies and programs for preventing and serving at-risk students have been identified and can be used as a basis for local district policy and program improvement (Cuban, 1989; Druian & Butler, 1987; Hamby, 1989; Holmes & Matthews, 1984; Jackson, 1975; Johnson, 1984; Levin, 1985, 1989; Madden, Slavin, Karweit, & Livermon, 1989; Slavin & Madden 1989a, 1989b, 1989c).

A comprehensive description of the policies and programs for at-risk students in Washington County does not exist. It is not known how Washington County school

district policies and programs for at-risk students compare to those shown to be effective by the literature. The basic research problem examined in this study is addressed by the following question: What characteristics of policies and programs for at-risk students shown to be effective by the literature are reflected in the policies and programs implemented by Washington County school districts to identify, prevent, and serve at-risk students? In order to answer this question, data collection and analysis is guided by five specific questions:

1. What are the criteria used by Washington County school districts to identify at-risk students?

2. By what procedures and at what point in their schooling are at-risk students in Washington County identified and their educational needs assessed?

3. What educational policies and programs exist in Washington County to serve the needs of at-risk students and those potentially at risk?

4. How are the effects of those policies and programs measured?

5. To what extent do programs and policies for at-risk students in Washington County reflect the program characteristics the literature indicates are associated with effective programs and policies for at-risk students?

In answering these questions, this study develops a picture of the policies and programs currently implemented

by the 13 Washington County school districts to identify and meet the needs of at-risk students. The data gathered is sorted and classified according to characteristics of effective policies and programs for at-risk students identified by the empirical literature. Based on the answers to these questions, policy and program recommendations are proposed to Washington County school districts as possible ways to improve existing services for at-risk students.

THEORETICAL FOUNDATION

The descriptive research model provides the broad theoretical undergirding of the study (Ary, Jacobs, & Razavieh, 1985). Case study and document analysis methods (Ary et al., 1985; Bogdan & Biklen, 1982; Jacob, 1987; Yin, 1984) provide a framework of inquiry for the study while the theories and methods applied in policy analysis (Dunn, 1981; Madaus, Scriven, & Stufflebeam, 1980) and program evaluation (Worthen & Sanders, 1987) provide the specific vehicle through which the study is completed.

This study seeks to describe and portray the current status of policies and programs in Washington County school districts aimed at identifying, preventing and serving the needs of at-risk students. The study attempts to paint a verbal picture of these policies and programs from the documents and descriptions provided by participants. To

analyze such policies and programs requires the additional theoretical and methodological foundations found in case study research and document analysis. This study uses both to describe the current status of school district policies and programs in order to examine the problematic aspects of these policies and programs in light of the current literature. This examination is enhanced by the use of policy analysis and program evaluation methods in order to achieve the study's purpose.

Dunn (1981) describes one purpose of policy analysis as the production of "policy-relevant information that may be utilized to resolve problems in specific settings" (p. 36). He further states that policy analysis seeks "to produce information about values and preferable courses of action [and] includes policy evaluation as well as policy advocacy" (p. 36). In this study the characteristics of effective policies and programs for at-risk students emerging from the literature serve as standards by which to analyze and judge the policies and programs of Washington County school districts. The worth of these existing policies and programs are evaluated through comparison to those standards in order to generate recommendations for the formative purpose of program and policy improvement and the summative purpose of making decisions regarding their continuation.

SIGNIFICANCE OF THE STUDY

This study provides a description and evaluation of existing policies and programs for at-risk students in Washington County school districts. Implications and recommendations are drawn from the classification of school district data according to the characteristics of effective programs and policies identified by the literature and from a demographic profile and projections. The results of the study are expected to be useful to school district policy makers and administrators seeking to improve programs for students at risk of school failure.

CHAPTER SUMMARY

The problem of students leaving school prior to completion or graduating without sufficient skills needed for productive adulthood has been noted by educators for over 80 years. Each decade has produced reports and recommendations aimed at solving this problem. School districts have implemented numerous policies and programs intended to help those students at risk of failure and dropout, yet it is not uncommon for 30% or more of today's high school students to leave school prior to graduating. Students become at risk of school failure for a variety of reasons and schools respond in a variety of ways through the implementation of policies and programs. The problem

addressed by this study is to understand the degree to which the policies and programs implemented by Washington County school districts are effective and sufficient to meet the needs of at-risk students.

In order to examine this problem, this study relies upon methodology supporting descriptive research. Case study and document analysis are the more specific methods of inquiry while policy analysis and program evaluation methods guide the search for answers to the specific problem and questions investigated by the study.

Strategies for addressing the needs of at-risk students are being researched. A growing empirical body of knowledge exists identifying effective and ineffective school policies, programs and practices. Effective prevention and intervention programs have been studied and documented. The research literature suggests that there is a substantial knowledge base available to school districts to guide the development and evaluation of policies and programs that are effective in serving the needs of at-risk students. Chapter II reviews the literature that makes up this knowledge base and from that review identifies characteristics of effective policies and programs that can be used as criteria by which to evaluate existing policies and programs.

CHAPTER II

THE EMPIRICAL LITERATURE

OVERVIEW

In order to develop recommendations useful to school administrators and policy makers regarding policies and programs aimed at serving at-risk students, it is necessary to develop criteria against which existing policies and programs may be compared. The empirical literature regarding effective policies and programs for students at risk of school failure provides information useful in developing such criteria.

The studies reviewed in this chapter use experimental, quasi-experimental, or case study methodologies. This chapter provides a review of the empirical literature and from that knowledge base identifies the characteristics of programs and policies shown to be effective and ineffective in meeting the needs of at-risk students. Criteria useful in examining the policies and practices of Washington County school districts are drawn from these characteristics.

The literature reviewed is organized into four categories:

1. The identification of at-risk students in order to prescribe intervention strategies.

2. Ineffective programs and policies for at-risk students.

3. Effective programs and policies for at-risk students. These include programs designed to prevent students becoming at risk of school failure, changes in classroom procedures, remedial instruction, programs designed to increase student affiliation with school, and alternative school programs.

4. Policy implications.

The remainder of this chapter reviews the literature in these categories, identifies program and policy characteristics and develops criteria for assessing existing programs and policies. Appendix A describes the specific criteria, derived from this review, that are used to evaluate policies and programs for at-risk students in Washington County.

IDENTIFYING AT-RISK STUDENTS

Students become at risk of school failure for a variety of reasons and at various stages in their school career. The literature identifies two broad categories of conditions that may lead to students becoming at risk of failure: those occurring outside the school and those occurring within the school. It is important for school personnel to know and understand these conditions if they

are to identify at-risk students at the earliest possible time and prescribe appropriate interventions.

Stevens and Pihl (1982) summarize earlier research identifying conditions leading to school failure:

> Intellectual, cultural, and experiential deprivation (Hunt, 1960), social and personal conflicts (Kauffman, 1974), behavioral deficits (Douglas, 1972), and learning difficulties (Pihl, 1975) have been demonstrated to be correlates of lowered school functioning. (p. 540)

The conclusions reached by Stevens and Pihl are also noted by a number of other studies identifying background, personal, and school conditions that may be factors in students becoming at risk of school failure and eventually leaving school prior to graduation. These studies are described below.

Students often arrive at school with certain social and family conditions that may cause them to be at risk of school failure. Findings by Averich, Carroll, Donaldson, Kiesling, and Pincus (1974) show background factors of students, especially socioeconomic status of the student's family and community, to be important determinants of educational outcomes. Conclusions reached by Druian and Butler (1987), Levin (1987), Slavin (1989), and Slavin and Madden (1989a, 1989c) confirm that students from lower socioeconomic backgrounds tend to be less successful in school. Wehlage, Rutter, Smith, Lesko, and Fernandez (1989), in a review of the literature, find a strong correlation between low socioeconomic status and high

dropout rates. Slavin states, "in looking at preschool students, the best predictors of dropout and other school problems are socioeconomic status indicators" (p. 5).

Other background conditions described in the literature as factors in students becoming at risk of failure include family problems and stress caused by illness, death, separation, divorce, single parent status, high mobility, drug or alcohol abuse, and other problems (Bailey, 1986; Hartford Public Schools, 1987; Slavin, 1989; State University of New York, 1986; Wehlage et al., 1989) and membership in racial or ethnic minorities (Druian & Butler, 1987; Levin, 1989; State University of New York, 1986; Wehlage et al., 1989). However, membership in a racial or ethnic minority in itself does not seem to be a primary condition to becoming at risk of school failure. Averich et al. (1974) found no strong evidence that racial composition of a student body did or did not effect learning outcomes. Wehlage et al. suggest that minority dropout rates may be higher because racial and ethnic minorities tend to be of a low socioeconomic status. Linguistic differences, often due to membership in a racial or ethnic minority, are also shown to be a background factor in students becoming at risk of school failure (Druian & Butler, 1987; Levin, 1989; Slavin, 1989).

Background conditions can cause students to be at risk of school failure. Personal problems, sometimes arising

from background conditions and sometimes due to other factors, represent a second set of conditions that may tend to lead to school failure.

Finn (1989) reviews a number of studies showing a correlation between low self-esteem and poor achievement in school. These studies also show the average level of general self-esteem for dropouts to be consistently lower than all other educational groups. Finn states:

> It is well established that self-concept and self-esteem measures are related to school performance both cross sectionally . . . and over time. . . . Academic self-concept is particularly more highly correlated with achievement and grades than are other aspects of self-concept. (p. 120)

Finn cites the results of numerous studies showing low self-esteem--whether caused by background, family, personal, or academic problems--leads to frustration with school, alienation, withdrawal from school activities, and eventual dropout. In a study involving over 200 sixth grade students, Stevens and Pihl (1982) showed significant correlations between low self-esteem and anxiety and poor academic performance in math and language. In the extreme, these problems can lead to adolescent suicide. In an analysis of over 1000 children and adolescents, Bailey (1986) found status problems, affective states, and family problems as circumstances most often associated with suicidal thinking. Low self-esteem or personal problems are cited by others as a general condition leading to students

becoming at risk of failure (Druian & Butler, 1987; Slavin, 1989). Wehlage et al. (1989) summarize:

> A second general cause or set of correlates [to dropping out] involves personal problems that tend to be independent of social class and family background. Included in this list are health problems, both mental and physical; substance abuse; legal problems; trauma from divorce or death in the family; pregnancy; and learning disabilities. (pp. 25-26)

A third major cause of students becoming at risk of school failure is found in the school itself. Academic problems, high rates of absenteeism, non-involvement or withdrawal, undiagnosed learning disabilities, behavior problems, retention at grade level, and higher academic expectations are cited as factors in the literature.

Slavin (1989) states:

> Research has found by the time students are in the third grade, we can fairly reliably predict which students will complete their schooling. . . . In practice, however, different factors have different predictive value depending on student age and other variables. For example, in looking at preschool students, the best predictors of dropout and other school problems are socioeconomic status indicators. . . . As students move through the grades, their actual performance in school becomes a much better predictor; grades, attendance and retention of sixth graders, for example, are very highly predictive of dropout. (p. 5)

Stevens and Pihl (1982) show a significant correlation between low sixth grade student grades in math and language and future low grades in high school and later school failure. Academic failure is also shown to be a condition leading to eventual dropout in a number of studies and reports (Druian & Butler, 1987; Hartford Public Schools,

1987; Levin, 1987, 1988; Slavin & Madden, 1989a, 1989c; State University of New York, 1986). Levin (1988) describes the problem of academic failure as an "academic gap" (p. 2) between disadvantaged and non-disadvantaged students that becomes wider over time. In a study of 27 high risk youths, Hirano-Nakanishi and Diaz (1982) found a noticeable difference in elementary reading achievement scores between college bound youth and those who eventually dropped out. They note that by the end of eighth grade eventual dropouts could be distinguished by lower grades and poorer attendance. Other studies show poor attendance, behavior problems, truancy, raised performance and graduation requirements, and lack of involvement to be related to poor academic performance and students becoming at risk of failure and eventual dropout (Bonikowske, 1987; Druian & Butler, 1987; Finn, 1989; Pittman & Haughwout, 1987; Slavin, 1989; Slavin & Madden, 1989a, 1989c).

A number of studies have been conducted on the effects of student retention at grade level (non-promotion) and future school performance. Retention at grade level is cited as a major academic indicator of future school failure in those studies, with students often making smaller academic gains during the retained year than matched counterparts who had been socially promoted (Frymier, 1989; Holmes, 1983; Holmes & Matthews, 1984; Jackson, 1975; Johnson, 1984; Niklason, 1984; Norton, 1983; Sandoval &

Fitzgerald, 1985; Slavin & Madden, 1989a, 1989b, 1989c; Wehlage et al., 1989; Wheelock, 1986).

Academic and school related problems offer the final set of conditions that may cause students to become at risk of school failure. Wehlage et al. (1989) conclude:

> Finally, there are school factors. Retention in grade, course failure, truancy, suspension, and other disciplinary problems are strongly associated with dropping out. The immediate causes of dropping out are most often linked to school problems. An analysis of national data on dropouts indicates the critical variables related to dropping out are school performance, as measured by grades, and the extent of problem behavior. . . . From an educator's perspective, an attack on the dropout problem should begin with those factors over which the school system has direct influence - those within the school. (p. 26)

The literature shows at-risk youth to be a diverse group with varied characteristics stemming from a wide range of background, personal, and school conditions that may be factors in their becoming at-risk of school failure. These conditions occur both within and outside of the school and are often interrelated. Wehlage et al. (1989) reflect the literature as they list those conditions:

Family and Social Background

Low socioeconomic status
Minority race/ethnicity
Single parent home
Low parent support
Family crisis
Limited experience of dominant culture

Personal Problems

Substance abuse
Pregnancy/parent
Learning problems

Legal problems
Low aspirations
Low self-esteem
Alienation
Rejects authority
Mental/physical health problems

School Problems

Course failure
Truancy [absenteeism]
Passive/bored
Disciplinary problems
Credit deficient
Retained in grade (p. 50)

If educators are to achieve a timely identification of students at risk of failure and are to prescribe appropriate interventions, they must be aware of all factors and conditions that can contribute to students becoming at-risk and focus attention on those that can be addressed within the school. Complicating this task is the belief that these factors affect students differently, leading to the conclusion that different students become at risk of failure and dropout for different reasons at different times.

If educators are to make timely decisions about prescribing interventions appropriate for specific students then a means of identifying at-risk or potentially at-risk students must be developed and used. Due to the diversity and wide range of characteristics that might be used to identify these students, the literature notes that the identification of at-risk students and the prescription of intervention strategies is best done by local school staff and service agency personnel working at the local school

level and using multiple sources of data (Booth, 1983; Comer, 1987; Druian & Butler, 1987; Duval County (Florida) Schools, 1986; Frymier, 1989; Hill, 1984; Levin; 1989; Murray & Braverman, 1985; Slavin & Madden, 1989a, 1989c; Stevens & Pihl, 1982).

The literature reviewed in preceding sections identify a number of factors or conditions that may cause students to be at risk. These can be used to identify at-risk students. The literature further suggests that such identification practices should occur at various times in a student's school career. Some attempts have been made to develop identification instruments or scales based on these risk factors and conditions that could be used at various times in a student's school career.

Research by Stevens and Pihl (1982), involving sixth grade students, shows significant correlations between the use of the Pupil Rating Scale, the Otis Quick Scoring Mental Abilities Test, the Piers-Harris Self-Concept Scale, the Children's Anxiety Scale, math and language achievement test scores, and teacher judgement and the prediction of future achievement in high school. Research by Speece and Cooper (1990), using first grade students, shows promising results in the use of validated instruments to measure student confidence, speaking ability, listening ability, and school achievement combined with observations of classroom behavior and teacher predictions as a means of identifying at-risk or

potentially at-risk students. One current study involving over 22,000 students nationwide is attempting to develop and validate a 45 item instrument that can be used to identify at-risk students (Frymier, 1989). Others suggest a variety of screening instruments, check lists, rating scales or teacher recommendations using many of the factors and conditions that may lead to at-risk status as indicators that a student is at risk (Booth, 1983; Hayes, 1988; Levin, 1988; Murray & Braverman, 1985; Slavin & Madden, 1989a, 1989c; Wehlage et al., 1989).

While there are relatively few validated instruments or procedures available for identifying at-risk students, the body of knowledge regarding conditions and factors contributing to students becoming at risk of failure appears well documented in the literature and can be used in the identification of such students in ways that allow educators to develop and prescribe appropriate intervention strategies.

INEFFECTIVE POLICIES AND PROGRAMS FOR AT-RISK STUDENTS

As educators identify at-risk students and prescribe intervention strategies it is important they be aware of programs that have been shown to be ineffective. Retention at grade level and pullout programs are the two most common school responses to student under-achievement (Slavin & Madden, 1989a, 1989b, 1989c).

Retention at grade level is rarely effective as a means to prevent students from becoming at risk of failure or as an intervention strategy for under-achieving students. In a review of 44 studies using three analytical designs (comparing the outcomes of students retained with the outcomes of matched students promoted; comparing the outcomes of retained students before and after their retention; comparing the outcomes of two groups of potential retainees randomly assigned to a retained group and promoted group), Jackson (1975) concludes:

> There is no reliable body of evidence to indicate that grade retention is more beneficial than grade promotion for students with serious academic or adjustment difficulties. . . . Thus, those educators who retain pupils in a grade do so without valid research evidence to indicate that such treatment will provide greater benefits to students with academic or adjustment difficulties than will promotion to the next grade. (p. 627)

Similar findings are found in more recent studies and reviews of the literature (Holmes & Matthews, 1984; Johnson, 1984; Niklason, 1984; Norton, 1983; Sandoval & Fitzgerald, 1985).

In a follow-up study of 137 high school students who had been retained in a grade or attended a junior first grade program, Sandoval and Fitzgerald (1985) found that participants in the junior first grade program were at par with their peers while those who had been retained at first grade made significantly less academic progress in high

school. They also note that the later in school the grade retention, the poorer the academic performance.

In a review of eight retention studies conducted between 1933 and 1978, Holmes (1983) summarizes:

> Even though the nonpromoted pupils were matched with promoted counterparts on the basis of achievement test scores at the time of retention, the retained pupils from that time on scored lower on achievement tests in reading, language arts and arithmetic. . . . If, as it is often the purported case today, retention of pupils is accomplished with the intention of improving the academic achievement in the basic skills of these pupils, the research does not seem to support this practice. It seems retained pupils fall behind during the year that they are retained and spend the rest of their academic careers in a vain attempt to catch up. (p. 4)

In addition to the lack of any academic gains attributed to retention at grade level, it has also been noted in the literature that retention contributes to low self-esteem and a sense of failure for retained students, further contributing to achievement and behavior problems (Finn, 1989; Slavin & Madden, 1989a, 1989b, 1989c; Wehlage et al., 1989). Frymier (1989) states:

> There have been many studies of retention. . . . The most telling studies looked at the impact of retention on students achievement persistence, self-concept, dropout rates, and graduation rates. This . . . research consistently concludes that retaining students in grade is generally harmful: the probability of dropping out of school is increased and the likelihood of raising achievement levels is decreased. (p. 33)

While the evidence is clearly against using retention at grade level as a strategy for improving the academic performance of low-achieving students it continues to be a

common practice in many schools (Frymier, 1989; Slavin & Madden, 1989a, 1989b, 1989c).

Diagnostic/prescriptive ability group pullout programs also continue to be regularly used as an intervention for low-achieving or at-risk students. Such programs have been shown to have mixed or ambiguous results, tend to have limited gains that are easily lost over the summer, and are often not as effective as other strategies in maintaining and improving at-risk student academic achievement.

Slavin (1989) reviews several studies of the academic effectiveness of Chapter 1 reading and math pullout programs and notes that:

> Nationally, Chapter 1 students show fall to spring gains of seven to eight percentile points, but these gains are essentially wiped out over the summer; fall to fall or spring to spring gains average one to two percentile points at most. (p. 9)

Slavin also notes that several studies using matched control students receiving no Chapter 1 service found "negligible differences" (p. 11) between the Chapter 1 and non-Chapter 1 students.

Special education programs also tend to rely on diagnostic/prescriptive ability group pullout procedures. Slavin (1989) notes a substantial increase in the number of students classified as learning disabled and served by pullout special education programs (a 260% increase between 1975 and 1986). He states 90% of the increase is attributed

to the enrolling of academically handicapped students (but not physically or mentally) and states:

> Special education has assumed a substantial burden in trying to meet the needs of students at risk of school failure. Yet research comparing students with mild academic handicaps in special education to similar students left in regular classrooms finds few if any benefits for this very expensive service. (pp. 15-16)

Other studies and literature reviews confirm the results reported by Slavin. A sustained effects study of Title I programs conducted by Kuntz and Lyczak (1983) show student achievement gains made during the school year were largely lost over the summer and that students gaining the most during the school year showed the largest losses over the summer. Similar results are shown by Hill (1978), Peterson (1989), Rowan and Gutherie (1989), and Slavin and Madden (1989a, 1989c). In addition, pullout programs often result in a disjointed experience for lower achieving students, resulting in instructional fragmentation, the erosion of time, fragmented teacher responsibility for individual students, lack of ownership of educational services by teachers, and unclear procedures (Stein, Leinhardt, & Bickel, 1989). Slavin and Madden (1989a) summarize:

> At best, these programs keep at-risk students from falling farther behind their agemates, but even this effect is limited to the early grades and is more apparent in mathematics than in reading. (p. 5)

While a large body of literature confirms that retention at grade level and diagnostic/prescriptive ability group pullout programs are generally ineffective in raising

the academic achievement of at-risk students, a smaller but growing body of literature is beginning to identify programs and policies that do have positive results with such students.

EFFECTIVE POLICIES AND PROGRAMS FOR AT-RISK STUDENTS

Slavin and Madden (1989c) define a program as a "set of procedures intended to be implemented as a total package and capable of being replicated by others" (p. 24). This section examines the literature regarding such programs that have been shown to be effective with at-risk students.

Slavin and Madden (1989c) identify three broad categories of effective programs for at-risk students: prevention, classroom change, and remediation. Others emerging from the literature include school membership or affiliation and alternative or other special programs. Prevention programs are those designed to prevent students from becoming at risk of school failure. Classroom change programs are those designed to reduce the number of students who ultimately need remedial programs. Remedial programs are intended to improve the achievement of at-risk students and usually occur outside of and in addition to regular classroom programs. School membership refers to strategies intended to decrease at-risk student alienation from school. Alternative and other special programs include those that are usually completely separate from the regular school.

Prevention Programs

Preschool and kindergarten are often considered programs that may prevent future school failure by preparing students for first grade. The literature shows that while these programs may increase or improve student readiness for first grade, they often have mixed or short-term effects on student academic achievement.

Karweit (1989b) examined the effects of participation in preschool programs. She reports on longitudinal studies of four programs for four year old children. The effectiveness of each program was determined using an experimental design involving the treatment group (preschool students) and non-treatment control groups comprised of students who had no preschool experience. The results of one study show significantly fewer preschool students were placed in special education, retained in grade, or dropped out of high school than control students. However, effects on reading and math achievement were not significantly different at grades four and six. Another preschool study showed program students with significantly higher IQ scores, significantly lower subsequent enrollment in special education, and significantly lower high school dropout rates than control students. However, minimal long term effects on achievement were shown. Similar results were found in the other two studies examined. Karweit concludes that:

> These four studies collectively suggest that there is an immediate and sizeable cognitive effect for

> participation in preschool that is diminished but still detectable in the elementary grades. (p. 87)

While all four preschool programs stated different purposes and goals and used different curricular approaches, two common program characteristics exist in all four: a strong focus on parent involvement and the preschool intervention itself.

Karweit (1989b) also investigated studies that examine the effects of participation in specific preschool curricula. Two types of studies were examined: those comparing curricular models and those providing evidence of the effectiveness of a particular model. The studies examined academic preschool, cognitive curriculum, traditional nursery school, direct instruction, Montessori, regular Head Start, and language development models. While exhaustive data were generated, no significant differences in preschool curriculum models were found. Karweit concludes that:

> Many competing programs may be worthwhile and not injurious to children and that other considerations may therefore be more important in deciding how to organize and deliver pre kindergarten instruction. (p. 98)

Karweit (1989a) examined the effectiveness of kindergarten programs as an at-risk prevention strategy. Her review of experimental studies comparing half-day to full-day kindergarten programs lead her to conclude:

> Disadvantaged students who receive additional instruction [full day kindergarten] are the primary source of positive effects. Nine studies focused on

> the effect of full day kindergarten for underachieving and disadvantaged students. Of the two strongest studies . . . one showed significant effects for full-day kindergarten treatments, the other seven studies fell into the less methodologically rigorous category, and all of these found positive effects for all-day kindergarten. There are no long term effects demonstrated for attendance at full-day kindergarten. . . . Others . . . have found that the results of extended day/year are primarily immediate and not long term. (pp. 109, 118)

Karweit (1989a) also reviewed 21 studies of particular programs of instruction designed for kindergarten students. All programs demonstrated effectiveness in achieving their respective goals and intended outcomes with all children, although data for subgroups were not presented. One common trait among all programs is a high level of structure and organization. Karweit notes evidence presented by Lysiak and Evans (cited in Karweit, 1989a) that lower socioeconomic students benefitted in particular from a structured curricular approach. She concludes that:

> Although different approaches may be effective, effective kindergarten practices incorporate specific materials, management plans, activities, and structures. (p. 141)

The literature also addresses certain reading and language programs as a means of preventing students from becoming at risk of failure. Such programs designed for low-achieving first grade students, especially tutor and other intensive interventions, have shown positive effects on future student achievement. Bloom (1981) asserts that structured instructional programs for at-risk primary

students have long-term effects on those students. Boehnlein (1987), Hirano-Nakanishi and Diaz (1982), Jenkins and Jenkins (1987), and Levin (1987, 1989) cite evidence that structured reading intervention and adult or older student tutoring are effective at-risk prevention programs for first grade students.

Madden, Slavin, Karweit, and Livermon (1989) report significant results in a study of the Success For All reading intervention program in Baltimore. The program uses a combination of one to one tutoring conducted by certified teachers and 90 minute mixed-age reading instruction groups. Program students scored significantly higher than control students in first, second, and third grades.

Slavin and Madden (1989b, 1989c) reviewed research on five prevention programs designed for low-achieving first grade students. The results of all studies showed significant student gains in vocabulary, comprehension, word attack, word recognition, and paragraph meaning as well as significantly greater effect size when compared to control students. Each program is characterized by the use of paraprofessionals, older students, or certified teachers as tutors. All programs used tutoring and/or small group instruction focused on the 25% to 40% lowest achieving students. Only one program, Reading Recovery, had data on the long term effects of intensive reading instruction, showing the effects of the program to last at least two

years. In contrasting these first grade prevention programs to preschool and kindergarten programs, Slavin and Madden (1989c) state:

> First grade prevention programs are based on the argument that success in reading is the essential basis for success in school, therefore, the key moment for intensive intervention is in first grade, not preschool or kindergarten. (p. 8)

Changes in Classroom Procedure

Studies of programs that can be initiated as changes in classroom procedures show positive results for at-risk students. Programs that focus on continuous progress, cooperative learning, individualized instruction, direct instruction, teacher expectations, and learning styles are addressed in the literature.

Slavin and Madden (1989a, 1989c) describe continuous progress reading and math programs as those in which students proceed through a well defined hierarchy of skills, are tested at each level to determine readiness to move to the next skill, and include special procedures to help students who fail to pass mastery tests. Students progress at their own pace. Instruction is delivered by teachers to individual students in one to one settings or to small groups of students at the same instructional level, often across grade lines. Slavin and Madden review research on eleven such programs, each demonstrating statistically significant evidence of effectiveness. These programs are designed to serve students in various age or grade groupings

in kindergarten through grade twelve. Of the eleven programs shown to be effective, only one, DISTAR, provided data showing consistently positive effects, over four years, on the achievement of disadvantaged students. The others are included as effective programs by Slavin and Madden because of the significant effects the programs had on the experimental groups, including low-achieving students, when compared to random or matched control groups.

Slavin and Madden (1989a, 1989c) also review research conducted on cooperative learning programs. Cooperative learning programs are characterized by the use of four to five member mixed ability learning teams, shared recognition based upon group progress, and student assistance in both learning and skill assessment. Teachers instruct and provide information to students in separate ability groups drawn from teams; teammates help each other master skills. Frequent assessment occurs and specific corrective measures are provided for students who do not meet a preset level of mastery.

While a number of researchers show evidence supporting cooperative learning as an effective activity for all students, including those at risk of school failure (Johnson & Johnson, 1987, 1989, 1990; Kagan, 1985, 1990; Sharan & Sharan, 1990), Slavin and Madden include just two cooperative learning programs (one reading, one math) determined to be effective by four different studies. The

studies reviewed showed positive effects for low-achieving and academically handicapped students in math and reading when compared with control students. Slavin and Madden note that a number of other cooperative learning programs have "had positive effects on such outcomes as race relations, acceptance of mainstreamed students, and self esteem" (p. 42).

Slavin and Madden (1989a, 1989c) review studies of individualized instruction programs found to be effective with at-risk students. Common characteristics of these programs include students working primarily on programmed or other individualized materials, teachers working primarily with individual students rather than groups, and careful record keeping as students progress through structured, hierarchical sets of learning objectives. Slavin and Madden found three individualized instruction programs that met their effectiveness criteria. While all three programs showed positive results and hold promise for low-achieving students, none offered specific results to suggest they could be successfully applied to at-risk students.

In addition to the specific classroom change programs shown to be effective or to hold promise of effectiveness with at-risk students, several classroom practices have been shown to be effective in both increasing the involvement or participation of low-achieving or other at-risk students in

regular classroom learning activities and in improving the academic achievement of those students.

The use of direct instruction in elementary grades has a positive effect on future academic achievement of all students, including those at risk (Bloom, 1981; Gersten & Keating, 1987; Rosenshine, 1979; Stein, Leinhardt, & Bickel, 1989). Direct instruction is characterized by an academic focus, a teacher-directed approach, and the use of sequenced and structured materials. Rosenshine further describes direct instruction:

> It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored, questions are at a low cognitive level so that students can produce many correct responses and feedback to students is immediate and academically oriented. . . . The teacher controls instructional goals, chooses materials appropriate for the student's ability, and paces the instructional episode. Interaction is characterized as structured, but not authoritarian. (p. 38)

Rosenshine reviews a number of studies related to these components of direct instruction. The findings of these studies support direct instruction as one means of improving academic achievement, often through the higher rate of student time spent actively engaged in learning activities that results from the use of direct instruction.

Gersten and Keating (1987) report the results of a longitudinal study of the effects of direct instruction on 1000 students. When compared with a matched control group, results showed that high school students who received direct

instruction in primary grades scored significantly higher on standardized tests, dropped out less, and applied to college more often than those in the comparison groups. Larivee (1989), in a review of four studies, concludes that direct instruction is "superior to other instructional approaches for academically handicapped students in reading comprehension skills" (p. 307).

One general theme that seems to be prevalent in the effective schools literature is the importance of teachers holding high expectations for students (Austin, 1979; Duke, 1982; Edmonds, 1979; Madden, 1976). Several researchers note a decline in teacher involvement and/or accountability toward at-risk or low-achieving students resulting in lower teacher expectations and lower student achievement (Crawford, 1989; Druian & Butler, 1987; Larivee, 1989; Levin, 1988; Wehlage, Rutter, & Turnbaugh, 1987; Wehlage et al. 1989). Some have noted the results of studies showing improved academic achievement by low-achieving students when teachers hold high learning and behavior expectations for those students (Averich et al., 1974; Exum & Young, 1981; Finn, 1989; Larivee, 1989; Levin, 1987, 1988; Timberlake, 1981). In their case study of 14 successful alternative schools for at-risk students, Wehlage et al. (1989) note teacher high expectations and persistence with students as a major factor in their success.

Some promising results have emerged from research on student learning styles. A focus on matching instructional methods with the identified learning styles and needs of students, including those at-risk, has been shown to have a positive effect on academic achievement (Carbo & Hodges, 1988; Dunn & Dunn, 1987; Dunn, Beaudry, & Klavas, 1989). Dunn and Dunn present the results of numerous studies showing higher academic achievement for all students, including low-achieving students, when their learning styles and physical needs are identified and matched with appropriate environments, time frames, and instructional methods.

Remedial Instruction

Earlier in this chapter diagnostic/prescriptive ability group pullout programs used for remedial purposes were shown to generally be an ineffective strategy for improving academic achievement of low-achieving or at-risk students. Remedial programs found to be effective by Slavin and Madden (1989b) are those that are tutorial in practice. Three such remedial tutorial reading and math programs were found to be successful with at-risk students. Two of the programs used low-achieving older students to tutor low-achieving first through sixth grade students using a wide variety of materials. Both programs showed significant gains for both the tutors and tutees, especially when tutors received regular training. The third program used both

older students and adults using highly programmed materials in very structured tutoring sessions. The common characteristic in all three programs is the use of one to one tutoring.

Slavin and Madden (1989b) view computer-assisted instruction as an alternate form of tutoring, using machines instead of people as the tutors. They review several studies of computer-assisted instruction programs used as remedial tutoring programs and found two such programs to be effective with at-risk students. Studies conducted on both programs showed significant improvements in student achievement in basic reading, math, and language skills, but note a lack of positive results in reading comprehension. Gross (1989) reports similar results in her review of the implementation of computer-assisted instruction in one county school system.

School Membership

One further concept important to effective programs for at-risk students is that of school membership. One common trait among at-risk students is the lack of participation in school activities, both in and out of the classroom. This is often due to a lack of social bonding with the school and results in alienation and a lack of school membership or feelings of not being a part of the school (Finn, 1989; Wehlage et al., 1987, 1989). Wehlage et al. (1989) describe social bonding and school membership:

> The term social bonding describes a social-psychological state in which a student is attached, committed, involved and has a belief in the norms, activities and people of an institution. A student is socially bonded to the extent that he or she is attached to adults and peers, committed to the norms of the school, involved in school activities and has belief in the legitimacy and efficacy of the institution. School membership requires students to meet all four conditions of social bonding. (p. 117)

Finn (1989), in a review of the literature, notes that the alienation or lack of bonding and school membership of at-risk students often begins as early as third grade and can occur at anytime beyond third grade. He offers six guidelines for reducing alienation:

> Voluntary student participation, small school size, student participation in policy decisions and management, extended and cooperative arrangements with school staff, and work that is meaningful to the student. (p. 124)

Finn, drawing from the research, further recommends:

> In the classroom . . . positive teacher attitudes regarding the potential for success among marginal students. . . . Teaching practices that involve students in the learning process, more than traditional approaches that tend to isolate those at risk. . . . A diversified curriculum with objectives that are relevant to the needs of these students. . . . At the institutional level . . . small and perhaps separate schools for students at risk. . . . Flexible school rules that do not alienate students and disciplinary procedures that are seen as fair and effective. . . . An evaluation and reward structure that is compatible with the abilities and interests of the students. . . . These seven processes are intended both to facilitate participation among an increased number of students and to reduce the barriers - perceived or real - between the school and students who become alienated. (pp. 137-138)

The research conducted by Wehlage et al. (1989) confirms most if not all these methods as effective in reducing student alienation.

Alternative or Special Programs

Alternative or special programs are those designed for students exhibiting specific at-risk characteristics and whose needs are not being met in the traditional school setting. Such programs usually operate in a setting either physically removed from the traditional school or in a separate school within a school.

Wehlage et al. (1989) conducted a multiple case study of 14 alternative schools. The 14 schools studied are located in both rural and urban settings, are small (under 250), are either a separate facility or a school within a school, and serve junior or senior high school students who have been unsuccessful in regular school. All schools in the study use different methodology and have somewhat different goals or purposes, but all share the goal of keeping students in school by increasing student bonding with school. All use some or all the specific practices outlined in the previous section to increase school membership and decrease alienation. Both the qualitative and quantitative results of the study show positive results in the areas of social bonding to peers, teachers and school; reasoning; attendance and behavior; academic achievement; self esteem and academic self concept; locus of

control; perception of opportunity; and decreased dropout rates, increased graduation rates and improved aspirations for further schooling. Of the six most successful schools, Wehlage et al. note that teachers have assumed the roles of counselor, confidant, and friend with students; course content is more closely tied to the needs of students and efforts are being made to make courses more engaging and relevant, with an emphasis on hands-on and experiential learning; and more attention is paid to individual needs and concerns of students. The two least effective schools differed little from conventional schools. In summary, Wehlage et al. state:

> The most successful programs for at-risk youth appear to link school more closely to the experiences and values of the students. . . . By establishing a climate of trust and support, successful programs for at-risk youth help diminish isolation and enhance self-esteem. Together, these factors allow students to focus less on past failures and present circumstances and more on the relationship between success in school and the possibility of a better future. (p. 174)

Levin (1987, 1988) provides an accelerated elementary school model that incorporates many of the same characteristics of effective programs for at-risk students previously described. Levin (1987) describes the accelerated school as:

> A transitional elementary school designed to bring disadvantaged students up to grade level by the end of sixth grade so they can take advantage of mainstream secondary school instruction. (p. 20)

Levin (1988) notes that "small deficiencies at an early age lead to slower learning in existing schools which increases the magnitude of the deficiencies at later ages" (p. 2), widening the achievement gap between disadvantaged students and their non-disadvantaged peers. He concludes that "to close the achievement gap, disadvantaged children must learn at a faster rate than other children" (p. 3).

Levin (1988) defines accelerated learning as increasing the amount of learning that takes place within a given time period. He contends that traditional schools assume at-risk or educationally disadvantaged students are not be able to maintain a normal instructional pace and are therefore often placed in less demanding instructional settings, either pullout programs or modified classroom instruction. The result, he contends, is further widening of the academic gap. Levin's accelerated school model describes accelerated education as a strategy for achieving accelerated learning in order to close the academic gap between disadvantaged and non-disadvantaged students by the end of sixth grade. Levin states effective accelerated schools for at-risk students should:

> Focus on creating learning activities which are characterized by high expectations and high status for the participants. . . . Set a deadline for closing the achievement gap so that, ultimately, educationally disadvantaged children will be able to benefit from mainstream instruction. . . . Be faster paced and actively engage the interest of such children to enhance their motivation. . . . Include concept analysis, problem solving and interesting applications. . . . Require the involvement of

> parents, the use of community resources, and the extensive participation of teachers in formulating the interventions that will be provided. (pp. 20-21)

In order to implement these guidelines and achieve the goal of accelerated learning, the two pilot schools feature forms of school based governance; clear goals for students, parents and staff; a strong pupil assessment component; opportunities for improved student nutrition and health; a curriculum with a focus on language and math and instructional activities that focus on affective learning; the use of peer and adult tutoring and cooperative learning strategies; the use of business partnerships and social agencies; the involvement of parents, including parent training; and an extended school day and year.

While hard data are not yet available on the effectiveness of the accelerated schools, Levin (1990) states:

> Many obvious changes are observable. Parent participation in the two schools has increased dramatically, student discipline problems have declined precipitously, and attendance patterns have improved. School staff report substantial improvement in the school environment. . . . An assessment of student achievement carried out for one of the pilot schools shows rises in test scores in contrast with the comparable surrounding schools where test scores have fallen over the same period. Finally, there is evidence of reduced grade repetition. (pp. 2-3)

The accelerated school and the alternative programs reviewed by Wehlage et al. (1989) offer an opportunity to identify characteristics of effective alternative programs

for at-risk students. These characteristics, when combined with those emerging from the literature on effective at-risk student identification practices and effective programs and policies for at-risk students, provide the basis for developing a set of criteria useful in evaluating the policies and programs for at-risk students in use in Washington County schools.

POLICY IMPLICATIONS

Policies, as described in Chapter I, are viewed as a conscious effort to regulate, set courses of action, exert influence, or to encourage certain behaviors in order to achieve desired outcomes (Mitchell, 1984; Stone, 1988). The literature reviewed in this chapter, while not directly addressing policy, holds important implications for the development of such policy as a means to achieve the desired outcome of effective programs for at-risk students. The literature reviewed shows a need for written philosophical statements regarding attitudes, beliefs and practices toward at-risk students. The literature reviewed also reveals a need for policies supporting early student identification, timely intervention, prevention programs during early childhood and primary grades, the implementation of programs shown effective by research, and the restriction of those programs shown to be ineffective with at-risk students. Further, the literature reviewed shows the need for policy

encouraging the use of parent volunteers, accurate record keeping and evaluation, and staff development.

The literature shows at-risk students to be a diverse group with a wide variety of needs. The literature review shows a number of effective programs and practices and implies the need for related policies. This diversity and the corresponding wide variety of programs needed to serve those students shows a need for policy supporting district and school level program coordination. A survey conducted by the Oregon Department of Education showed 29% of all elementary schools, 37% of all middle schools, 57% of all high schools, and 36% of all district central offices as having staff identified to coordinate programs for at-risk students (Duncan, 1987). Additional data collected by the Oregon Department of Education show slightly more than 50% of the students leaving high school before graduation had never talked to any school personnel about their leaving prior to doing so (Duncan, 1988). The need for policy supporting better coordination of programs for at-risk students seems clear.

GAPS IN THE LITERATURE

The literature base regarding effective programs for at-risk students is relatively small and tends to focus on specific school or classroom programs. A growing number of studies are aimed directly at the effects of certain

programs or practices on at-risk or low-achieving students. Other studies examine the effects on the broader spectrum of students that include, but are not limited to, those who are at risk or low achieving. More research seems needed to further examine the effect of specific programs on the academic achievement of at-risk students.

The literature reviewed earlier in this chapter regarding conditions and factors leading to students becoming at risk of school failure identifies factors and conditions existing both within and outside of school. While educators must focus on the school related factors and conditions that lead to students becoming at risk, they may also need to play a more active role in helping students with the personal, family and community conditions that effect school performance. Research is needed regarding the role schools and educators can play in the coordination of school and community services for at-risk students. Also missing is research regarding the effect that placing social service agency programs and personnel within the school setting might have on at-risk students. A base of empirical literature in these areas seems needed in order to further assist school districts in their efforts to provide effective programs for low-achieving and at-risk students.

CHAPTER SUMMARY

The literature reviewed in this chapter reveals a number of characteristics associated with programs and policies shown to be effective with at-risk students. These characteristics can be used as criteria by which to evaluate programs implemented in Washington County school districts.

The literature reviewed was placed in four categories that showed:

1. Effective at-risk student identification criteria, instruments, and practices.

2. Ineffective programs such as student retention at grade level and certain diagnostic/prescriptive pullout programs.

3. Effective prevention, classroom change, remedial, school membership or bonding, and alternative programs.

4. Policy implications regarding the need for specific policies to develop, support, or encourage the use of effective programs and practices for at-risk students.

The literature review also revealed the need for further research on the effects of certain programs on the academic achievement of at-risk students and the effects of closer ties between educators and social service agencies also serving at-risk students and their families.

The characteristics of effective programs for at-risk students and the related policy implications derived from the literature offer a set of criteria that can be used to

examine the policies and programs in effect in Washington County school districts. These criteria appear in Appendix A. These criteria are used to develop the study's design and assist in achieving its purpose.

Chapter III describes the research procedures used to collect and analyze the data regarding policies and programs for at-risk students in Washington County.

CHAPTER III

RESEARCH PROCEDURES

The purpose of this chapter is to describe research procedures used to collect and analyze the data used as a basis for describing the current status of programs and policies for at-risk students in Washington County school districts and developing recommendations for school administrators and policy makers regarding those policies and programs. This chapter describes the research model, participant selection, data collection procedures, and data analysis techniques used in the study.

RESEARCH MODEL

A policy study research model is appropriate for this study. The intent of such a research model is to provide the methods and procedures necessary to identify and assess the merits of policies and programs by first describing those policies and programs and then evaluating them in light of a set of standards or criteria. Madaus et al. (1980) define policy studies as those that identify and assess the merits of competing policies (p. 32). In this study these competing policies and programs are those existing in practice and those implied in the literature.

Madaus et al. also state that discussion oriented studies emphasizing evaluation should be used to help improve programs as well as to judge their worth (p. 33). The intended outcomes of this study are policy and program analysis and evaluation in order to generate recommendations to school administrators for the purpose of policy and program improvement. In order to achieve the intended outcomes, this study focuses on a problem structuring research procedure described by Dunn (1981) as part of a policy-analytic research model. Through problem structuring, this study describes the current status of policy and programs for at-risk students in Washington County and from that description provides an evaluation of policies and programs in light of the literature and make recommendations for improvement.

Dunn (1981) describes a method of inquiry that forms the basis of a policy study research model. He contends the policy analyst may employ one or more of three analytic approaches when attempting to answer questions about the facts, values, actions and outcomes of policies:

> The empirical approach is primarily concerned with describing the causes and effects of given public policies. Here the primary question is factual (Does something exist?) and the type of information produced is designative in character . . . By contrast, the evaluative approach is mainly concerned with determining the worth or value of some policy. Here the question is one of value (Of what worth is it?) and the type of information produced is evaluative in character . . . Finally, the normative approach is primarily concerned with recommending future courses of action (What should

> be done?) and the type of information produced is advocative. (pp. 36-37)

Dunn contends the processes of inquiry used in these analytic approaches make use of "general analytical procedures that are common to all efforts to solve human problems: description, prediction, evaluation, and prescription" (p. 38). Dunn expands the general analytic procedures into a method of inquiry designed to produce policy-relevant evaluation information:

> (1) monitoring (description) permits us to produce information about the past causes and consequences of policies; (2) forecasting (prediction) enables us to produce future consequences of policies; (3) evaluation involves the production of information about the value or worth of past and future policies; and (4) recommendation (prescription) permits us to produce information about the likelihood that future courses of action will result in desired consequences. (p. 39)

Dunn describes two additional policy analysis procedures: problem structuring and practical inference.

> Problem structuring is that phase in the process of inquiry where the analyst, confronted with information about the consequences of some policy, begins to experience a "troubled, perplexed, trying situation, where the difficulty is, as it were, spread throughout the entire situation, infecting it as a whole (Dewey, 1933). Problem structuring . . . relies essentially on procedures of classification that permit the analyst to speculate about solutions for a problem. . . . In order to analyze a policy one must first have some sense of a policy problem and its possible solutions. (p. 39)

While Dunn describes problem structuring as a "central regulator of the overall process of policy analysis" (p. 40), he contends practical inference "permits us to reach conclusions about the extent to which policy problems have

been resolved" (p. 40). Dunn's full hierarchy of six policy-analytic methods begins with problem structuring then moves to monitoring, forecasting, evaluation, recommendation, and ends with practical inference. Each stage of the hierarchy builds upon and is dependent upon the outcomes of the previous stages.

This study relies upon Dunn's (1981) policy-analytic model for its basic method of inquiry as it seeks to achieve its purpose of developing recommendations useful to school policy makers regarding policies and programs for at-risk students. The study relies especially on Dunn's problem structuring analytic method to seek answers to the basic questions addressed by the study as stated in Chapter I: to describe criteria and procedures used by Washington County school districts to identify at-risk students, to identify and describe current policies and programs used by those school districts to serve at-risk students, to examine the means by which the effects of these policies and programs are measured, and to classify current policies and programs according to criteria developed from the literature on effective programs and policies for at-risk students.

The intent of problem structuring is to describe policy problems and their possible solutions. Applying the problem structuring method of description and classification to the policies and programs for at-risk students in

Washington County provides the basic policy study research model through which this study achieves its purposes.

Recommendations to school administrators and policy makers regarding further application of Dunn's monitoring, forecasting, evaluation, recommendation and practical inference policy analytic methods are built upon the data generated by this problem structuring study.

Inherent to the use of the policy study research model are methodologies used in case study and descriptive research design. Descriptive research methods are used to describe the current status of phenomena or situations (Ary, Jacobs, & Razavieh, 1985). Bogdan and Biklen (1982) describe descriptive research data collection as "in the form of words or pictures rather than numbers" (p. 28). This study attempts to portray the current status of programs and policies for at-risk students in Washington County through description and analysis of written documents, interview and survey data; to evaluate those policies and programs in light of the characteristics of effective policies and programs generated by the literature; and to generate recommendations regarding the improvement of policies and programs. To achieve these purposes the policy study research model used in this study relies upon the case study and descriptive research methodologies of document analysis, interview and survey, as well as policy and program evaluation.

Document analysis methods are used in the policy study research model as a means to describe the current status of the policies and programs examined in the study. The examination of a set of documents is seen as one type of case study (Bogdan & Biklen, 1982). An appropriate setting for a document oriented case study is in the area of public policy and public administration (Yin, 1984). An appropriate purpose of a case study is to describe current situations in order to solve problems (Ary et al., 1985). Glasser and Strauss (1967, p. 162) describe three uses of documentary materials: (a) to help the researcher understand an area of study, providing a background from which early hypotheses may arise; (b) to develop a descriptive analysis of the topic; and (c) to provide a context that reflects the population studied. This study uses documentary materials in such a manner.

The case study method of conducting a detailed examination of documents describing school district policies, programs, and demographic records for at-risk students is used to help develop a picture of those programs and policies and to identify key characteristics inherent in each. The data emerging from the document examination is described, coded and grouped into categories that arise from the type, purpose, and target population information found in the documentation.

Interviews with selected administrators and other key staff clarify the documentary data and add to the case study document analysis component of the research model. Interview research methodology is an accepted form of data gathering in case study research (Bogdan & Biklen, 1982) and is seen as a key source of descriptive data (Yin, 1984). Interview data are coded and categorized in order to develop a description of the data emerging from interviews. Interviews provide this study's second source of data regarding policies and programs for at-risk students.

A third source of data is provided by the use of surveys. Surveys are used as a tool in descriptive research to "discover the incidence and distribution of . . . educational variables" (Ary et al., 1985, p. 337). Ary et al. further state "descriptive surveys basically inquire into the status quo; they attempt to measure what exists without questioning why it exists" (p. 337). Written surveys of superintendents and principals are used to confirm and add to the data emerging from documentary analysis and interviews. Survey data is tallied, summarized and categorized in order to add to the description of policies and programs for at-risk students in Washington County.

The picture emerging from the document, interview and survey data describes the numbers and types of

students at-risk of school failure as well as the policies and programs existing to serve those students. This descriptive picture serves as the basis to make recommendations regarding existing policies and programs.

In order to develop recommendations useful to policy makers for improving existing policies and programs those programs and polices must be analyzed and evaluated. Policy and program evaluation methods are used to complete the research model.

Madaus et al. (1980, p. 33) state that evaluation should be used to help improve programs as well as to judge their worth. Worthen and Sanders (1987) state:

> Evaluation is the determination of a thing's value. In education, it is the formal determination of the quality, effectiveness, or value of a program, product, process, objective, or curriculum. Evaluation uses inquiry and judgement methods, including: (1) determining standards for judging quality and deciding whether those standards should be relative or absolute; (2) collecting relevant information; and (3) applying the standards to determine quality. (pp. 22-23)

Further, Worthen and Sanders draw from the literature to identify planning, improving and justifying programs, procedures, and products as purposes for conducting evaluations. They also state in order to achieve such purposes evaluation may be either formative (program improvement) or summative (deciding whether or not to continue a program) (p. 6).

Patton (1986) further describes program evaluation.

> Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting. . . . This broad definition focuses on gathering data that are meant to be, and actually are, used for program improvement and decision making. (p. 14)

While this study uses several research methodologies as a part of its policy study research model it is important to note that the research conducted is done in order to evaluate and make recommendations. Patton points out the difference between program evaluation and research.

> Program evaluation uses research methods to gather information, but evaluation differs fundamentally from basic research in the purpose of data collection. Basic scientific research is undertaken to discover new knowledge, test theories, establish truth and generalize across time and space. Program evaluation is undertaken to inform decisions, clarify options, reduce uncertainties, and provide information about programs and policies within contextual boundaries of time, place, values, and politics. . . . Research is aimed at truth, evaluation is aimed at action. (p. 14)

Patton also points out several key factors that must be considered in program evaluation. The evaluation must identify the key stakeholders: those persons most affected, those benefiting the most, and those who are the intended primary evaluation users. The overall purpose of the evaluation must be identified. Is the evaluation formative and aimed at making decisions that lead to improving the existing policies and programs? Is the evaluation summative and aimed at continuing or terminating existing policies or

programs. In addition, questions involving who, what, how many, and why must be asked in a way that focuses on the worth and value of the policy or program.

This study depends upon evaluation methodology to achieve its purpose and uses the evaluation procedures outlined by Patton (1986) and Worthen and Sanders (1987) to do so. The primary stakeholders are school district policy makers, administrators, and at-risk students. The purpose of the evaluation component of the study is both formative and summative. The primary purpose is formative, to make recommendations that may lead to decisions that improve existing policies and programs. However, for some decision makers, the result may be summative, leading to decisions to either continue certain policies and programs unchanged or to terminate certain policies or programs. Relevant information is provided by the study's problem and questions and the descriptive data gathered. The standards used for the evaluation stage are developed from the literature review and applied to the descriptive data in a compare and contrast process in order to generate evaluative information and subsequent recommendations.

In summary, this study uses several specific descriptive, case study and evaluation research methods within the broader framework of a policy study research model in order to achieve its purpose. The model can be described as a policy-analytic model using problem

structuring methods of description, classification and evaluation in order to develop a picture of existing policies and programs and to describe policy and program problems that exist in order to generate recommendations to school district policy makers.

PARTICIPANT SELECTION

The policy study research model guides the selection of participants. Initial interviews were held with school district administrators holding responsibility for at-risk student programs for the purpose of gathering initial data and to develop a broad picture of programs and policies for at-risk students in Washington County.

Written school district policies and programs for at-risk students were acquired from school district superintendents, central office administrators, principals, or other staff responsible for such programs. In the same manner, demographic, statistical, and student or program evaluation information relevant to at-risk students were gathered from Washington County school districts and agencies such as the Washington County Department of Land Use and Transportation, Oregon Department of Education Finance and Data Information Services, the Washington County Committee to Study School Growth and Finance, and the Portland State University Population Research and Census Center. Interviews and surveys were conducted with those

participants providing document information for the purpose of clarifying or verifying the documentary data.

The entire population of Washington County school district superintendents and principals were surveyed regarding policies and programs for at-risk students. When necessary, additional structured interviews were conducted with principals, superintendents and other central office administrators.

DATA COLLECTION

In this study, data were collected through initial interviews of school district administrators holding responsibility for at-risk student programs; physical-trace or document data collection methods supported by additional interviews; and survey data collection techniques (Ary et al., 1985; Bogdan & Biklen, 1982; Goetz & LeCompte, 1984; Worthen & Sanders, 1987; Yin, 1984). A broad picture of the current status of policies and programs for at-risk students in Washington County has been developed from the data collected using these methods.

Goetz and LeCompte (1984) describe the first activity in the collection of physical-trace data as locating artifacts. They describe locating as collecting, compiling and "filling in the gaps" (p. 155). In this study, documentary materials were collected from multiple sources, such as school district central offices, school sites, and

county and state archival records, and compiled into categories. Gaps in the data were identified and filled through the use of surveys and interviews.

All superintendents and principals in Washington County were surveyed regarding programs, policies and practices related to at-risk students. A short superintendent survey regarding general policy and programs was administered to all thirteen district superintendents. The principal survey is fairly comprehensive and was pilot tested with principals from outside the county prior to being distributed to the 93 Washington County principals. Additional interviews were held with superintendents, principals, other administrators and public agency staff in order to complete the data collection.

The collection of data was guided by the study questions outlined in Chapter I regarding the criteria and procedures used to identify at-risk students, policies and programs for at-risk students, district evaluation of such policies and programs, and the evaluation of such policies and programs in light of the current literature. Data collection in light of these questions was conducted in the following manner:

1. Criteria used by Washington County school districts to identify at-risk students were sought from participants in any written form may existed (policy, program description, checklist, forms, etc.). Interviews or

surveys were used to further identify criteria used for student identification in any program where such criteria do not exist in written form.

2. The procedures used to identify at-risk students and to assess their educational needs were sought from participants in written form and through interviews and surveys where such procedures are not described in written form.

3. Written policies providing philosophical and/or program direction for preventing, identifying, serving, or evaluating at-risk students were gathered from participants. Written program descriptions that provide information about target populations, program purposes and objectives, instructional activities, and other program-specific data were gathered from participants. Interviews and surveys were used in districts or schools where programs exist but are not described in written form.

4. Information regarding the evaluation of the effects that specific policies and programs have on at-risk students were gathered from participants in written form (reports, statistical collections, test scores, surveys, etc.). If written data were not available, participants were questioned about at-risk student evaluation through interviews and surveys.

5. Information regarding the characteristics of effective policies and programs for at-risk students drawn

from the literature and developed into criteria were used as categories into which the data were compiled (see Chapter II and Appendix A).

VALIDITY AND RELIABILITY

All research can be affected by the presence and biases of the researcher (Ary et al., 1985; Bogdan & Biklen, 1982; Yin, 1984). The presence of the researcher can affect participant responses during interviews. Questions often reflect the interests of the researcher. Questions asked during an interview or in a survey can influence participant opinion regarding the topic addressed. Participants may respond with what they perceive to be socially desirable responses. These factors can have an effect of the validity of the data collection methods and the reliability of the data.

This study's researcher was known by most participants. A familiarity existed resulting from professional contacts, working relations and the researcher's professional position. This familiarity could have had both a positive and negative effect on the study's results. Participants could have been more easily influenced by researcher bias that may have come out in questions posed in both interviews and surveys. Participants could have been more predisposed to providing socially desirable answers and responses. On the other

hand, familiarity with the researcher could have helped participants feel more at ease and to freely respond accurately to questions or requests for information.

Several precautions were taken to minimize researcher bias and familiarity. Whenever possible, multiple sources of data were used. In order to put participants at ease and help establish trust, interviews were kept fairly informal, conversational and non-threatening. To avoid influencing responses, a conscious effort was made by the researcher to not transfer personal opinions, beliefs or values to participants. Written survey questions were reviewed by others and pilot tested with outside groups. Confidentiality was maintained throughout the study. Surveys were coded by district and school, however, no district, school or staff name appears on the form. No reference is made to the district, school, or individual providing document or interview data cited in the study. Similarly, no such references are made in the study's conclusions and recommendations. These precautions should have reduced any influence caused by researcher bias or familiarity with participants and should have helped ensure the validity of data collection methods and data reliability.

In summary, initial interviews provide a broad picture of existing policies and programs for at-risk students in Washington County school districts. Written policies,

programs, and student demographic information acquired from the appropriate participants in each district add to that picture. Support data acquired through additional interviews and surveys fill in existing gaps in the written data. District records and reports regarding at-risk student populations and other demographic information were collected from appropriate agencies and used to help formulate recommendations. All data collection was guided by the research model, the study's purpose, and the study's questions that must be answered in order to achieve the study's purpose.

DATA ANALYSIS

Data analysis is tied to the policy study research model. Data are analyzed using descriptive, evaluative and comparative techniques. The results of data analysis is used to develop recommendations regarding policies and programs.

Worthen and Sanders (1987) describe the purpose of data analysis as a procedure that reduces and synthesizes information in order to allow inferences to be made. They further state:

> The aim of interpretation is to combine the results of data analysis with value statements, criteria, and standards in order to produce conclusions, judgements, and recommendations. Data analysis and interpretations rely on empirical and logical methods. Values play a major role in both. (p. 328)

The interview, documentary and survey data collected and described in this study are systematically analyzed through a content analysis process (Ary et al., 1985; Worthen & Sanders, 1987; Yin, 1984). Worthen and Sanders describe content analysis:

> In reviewing documents, content analysis procedures have much to offer. Informal content analysis provides qualitative summaries of documents. Formal content analysis seeks to quantify content objectively, according to explicitly formulated rules and mutually exclusive and exhaustive categories. The content analysis actually counts coding units (for example, words, themes, paragraphs) and places them in categories. (p. 314)

Goetz and LeCompte (1984, p. 155) describe the analysis of physical-trace (documentation) data as including a clearly written description of the material, the sorting of the material into classes and categories, and the answering of such questions as who produced the document, for whom was it produced, and for what purpose or use was it intended. Goetz and LeCompte also include comparing, contrasting, aggregating, and ordering as processes used in document analysis. These processes, when applied to document data, build a baseline description leading to the identification of taxonomic categories into which the data can be sorted. Categorizing, comparing, and contrasting the data can establish linkages among the data from which recommendations and inferences can be drawn.

Yin (1984, p. 100) offers a similar format for document analysis that includes such techniques as:

1. putting information into different arrays;

2. making a matrix of categories and placing the evidence within such categories;

3. creating data displays--flow charts and other devices--for examining the data; and

4. tabulating the frequency of different events.

Yin further describes a descriptive framework for data analysis involving pattern matching, or the comparison of the data to empirically based patterns. Yin's techniques for document data analysis represent methods by which the data can be synthesized into a form that allows accurate description, evaluation, recommendations, and inferences.

This study draws upon the techniques and methods described in this section to analyze the data and present the results. Interview, document and survey data are described and summarized using content analysis, pattern matching, descriptive statistics, and narrative as described earlier.

Interview, document and survey data are analyzed using simple descriptive statistics (Ary et al., 1985; Yin 1984). The use of range of responses, mean of responses and median of responses, combined with written narrative, are used, when appropriate, to describe and analyze the data. The data are coded according to characteristics that emerge from these descriptions and summaries. Coded data units are placed into categories drawn from the characteristics of

effective programs and policies that emerge from the literature (see Chapter II). These categories become the standards against which the data can be compared, contrasted, aggregated, and ordered. The characteristics emerging from the data regarding current policies and programs for at-risk students in Washington County are placed in a taxonomy format with the characteristics of effective programs and policies for at-risk students used as standards or criteria against which they can be judged and evaluated (see Appendix A). The taxonomy allows for additional comparing and contrasting as well as pattern matching in order to establish linkages between the characteristics of existing policies and programs and those characteristics shown to be effective in the literature. This process allows for a systematic and thorough analysis of the data. Recommendations and inferences are drawn from the results of this analysis.

CHAPTER SUMMARY

This chapter describes the data collection and analysis strategies used in the study. A policy study research model is used as the study's framework. Descriptive and case study research methodology utilizing document analysis, interview and survey research as the methods of inquiry form the basic research model. Policy analysis and program evaluation strategies are used to

achieve the study's purpose of providing recommendations regarding policies and programs for at-risk students.

The study's participants are superintendents, principals, and central office staff. Data collection involves written policies and program descriptions and other student and program documentation. Additional data are gathered through interviews and surveys. Data analysis involves the description of interviews, documents and surveys; coding and classification of data according to characteristics of effective programs and policies identified in the literature review; and comparing, contrasting, and pattern matching as data are classified.

Chapter IV displays and analyzes the data according to procedures outlined in this chapter. Chapter V further analyzes the data through program evaluation methods using criteria developed from the literature regarding effective programs and policies for at-risk students (Appendix A). Chapter VI presents recommendations regarding policies and programs for at-risk students.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents and analyzes the data collected in order to address the study's questions and purpose. The data are examined through the procedures described in the previous chapter as the study develops the problem structuring component of Dunn's (1981) policy analysis research model. The data are used to describe the current status of policies and programs for at-risk students in Washington County school districts in order to identify problems that may exist. By applying descriptive research techniques to analyze the data a picture of the current status of policies and programs begins to emerge. The data presented and analyzed in this chapter are evaluated in Chapter V using policy and program evaluation methods that cross reference the data with the criteria for effective policies and programs for at-risk students drawn from the literature. The evaluation of the data in Chapter V provides the additional information needed to develop recommendations for policy and program improvement.

DATA COLLECTION

The data were collected from the 13 Washington County school districts as well as other agencies and organizations. The 13 school districts range in size from approximately 220 to nearly 25,000 students. There are five elementary districts serving students in grades K-6, one union high school district serving grades 7-12, and five unified districts serving grades K-12. The combined enrollment in the 13 districts is approximately 54,000. In some cases, the data are categorized according to district size. Two such categories are used; those districts with over 3,000 students and those with under 3,000 students. Three unified (K-12), one elementary (K-6) and one union high (7-12) school districts enroll over 3,000 students. The combined enrollment of these five districts is approximately 47,500, or 88% of the K-12 students in Washington County. Three unified (K-12) and five elementary (K-6) districts enroll under 3,000 students. These eight districts have a combined enrollment of approximately 6,500 students, representing 12% of the county's students. Some of these students are also served by special programs operated by the education service district, community college, or other public agencies within the county. The data collected for this study were drawn from documents, records and administrative personnel from all 13 school

districts, the education service district, local community college, and other agencies.

Data gathering began with guided interviews of 11 school district administrators holding some responsibility for programs for at-risk students. Documents, including program descriptions, evaluation results, and district policies and regulations were also obtained during these initial interviews. Additional documentation was obtained throughout the data collection process. Based upon the questions raised by the results of the initial interviews and document analysis, two surveys were developed using the literature reviewed in Chapter II. One survey was developed for use with district superintendents and another for use with building principals. The superintendent survey was administered in October 1990. Initially it was believed that interviews and document analysis supplemented by a short superintendent and principal survey would provide most of the data needed to meet the study's purpose. However, this proved untrue and a more extensive and comprehensive principal survey was required. The principal survey was pilot tested and then administered to Washington County principals in November and December 1990 and January 1991.

As a picture of the current status of programs and policies for at-risk students began to emerge, additional guided interviews were held with selected principals during December 1990 and January 1991, using the survey instrument

as a guide. Additional interviews with several school district and agency administrators were also conducted in order to confirm existing data or gather additional information.

As data were gathered they were summarized in written description, coded by type, purpose, district, grade level, and target students. The data were organized into categories that emerged from the literature review in Chapter II. They were then summarized either in narrative or in tables using basic descriptive statistics.

The three basic sources of data--documentation, interviews, and surveys--provide multiple sources of information used in a quasi-triangulation analysis method to confirm and validate the data as they are examined and evaluated. The data collected are displayed and analyzed in the remaining sections of this chapter.

INITIAL INTERVIEWS

Interviews with 11 Washington County school district administrators were conducted during May and June 1990. Interviewees included four superintendents, one assistant superintendent, three directors of curriculum or instruction, one administrative assistant, one director of alternative programs, and one teacher on special assignment. The interviewees represented five elementary districts (K-6), one union high school district (7-12), and five

unified districts (K-12). The districts represented in these interviews serve 98% of the public school students in the county.

The purpose of the initial interviews was to gather data in a broad sense in order to begin developing a descriptive picture of the status of programs and policies for at-risk students in Washington County school districts. Initial interviews represent the first step in the problem structuring process used to address the policy problem and questions addressed by this study. Initial interviews were open-ended but guided by a basic set of questions (Appendix B). Interview data were placed into ten categories for analysis. Interviewee comments were also examined. These data revealed a number of general trends and foreshadow patterns that emerged with more detail in the survey results. Interview data are summarized below.

Policies

Interviewees indicated five districts have written philosophy statements that speak to or include at-risk students. Three interviewees indicated their district has some sort of at-risk student identification policy, four indicated some form of at-risk student programs policy, and one identified some policy related to at-risk student evaluation. In all categories, the remaining interviewees indicated their district has no such policy.

Student Identification

Interviewees were asked to describe formal procedures used to identify at-risk students. Four indicated the methods vary from school to school and is a school decision. Academic records were mentioned as a means of identification by five interviewees and behavior or discipline records were mentioned by four. Other methods of at-risk student identification mentioned include self concept inventories, student evaluation teams, attendance records, demonstrated emotional problems, suspected drug or alcohol abuse, and teacher or parent referral. Student self referral in middle and high schools was mentioned by one interviewee.

Prevention Programs

When asked to describe or list programs used to prevent students' becoming at risk of school failure responses included various guidance and counseling programs, drug and alcohol programs, cooperative learning techniques, social problem solving classes or activities, positive behavior and responsibility development programs, school climate and culture improvement activities, the use of community resource (police) officers, parenting classes, mentor or student advocate programs, and summer school. Most of the programs described as prevention programs involve all students in a class, grade level or school.

Programs for At-risk Students

Interviewees were asked to describe or list programs serving students identified as at risk of school failure. Responses included all programs identified in the previous section as prevention programs. Additional programs mentioned included special education, Chapter I programs, migrant programs, and a wide range of alternative programs operated either within the school or outside the school. Nearly 80% of the alternative programs described by the interviewees serve only middle school or high school students.

At-risk Student Evaluation

Interviewees indicated that evaluation of at-risk students usually does not occur separately from the evaluation of all students. One mentioned the use of pre and post student self concept survey data to assist in the evaluation of identified at-risk students. Other responses included achievement test data, grades, other test data, individual education plans, attendance data, and teacher and/or parent observations as means of evaluating such students. With the exception of the self concept survey and those involved in special education, no formal evaluation targeting at-risk students was mentioned.

At-risk Student Program Evaluation

One interviewee indicated formal program evaluation of one district's alternative school programs is conducted annually. Quarterly reports for programs receiving state or federal funding, parent or staff surveys, student surveys, staff observations, and tracking discipline referrals were also mentioned as methods of program evaluation. One interviewee indicated an outside evaluator is used for one program and five responded that no program evaluation is conducted in their districts.

Program Coordination

Seven interviewees indicated their district has an identified coordinator for programs for at-risk students. In those districts interviewees indicated the person holding this responsibility also holds various other duties such as director of curriculum or instruction, special education coordinator, assistant superintendent or, in small districts, the superintendent. Interviewees also indicated five districts have school level coordinators in their elementary schools and four indicated they have such coordinators in their middle and high schools. Interviewees indicated this coordination is provided by counselors, special education teachers, or principals.

Coordination of Services
Within the District

Six interviewees indicated that programs and services for at-risk students are not coordinated in their districts. Five indicated such coordination is accomplished by the central office administrator identified to do so, usually through formal and informal meetings. Earlier, seven interviewees had stated their district has an identified district level coordinator for at-risk student programs. Two of these five indicated actual coordination does not occur.

Coordination of Services
Between Districts

When asked how at-risk student programs and services are coordinated between their district and other districts and agencies six interviewees stated such coordination does not exist. Other means of coordination mentioned by five interviewees include formal and informal meetings with specialists, coordinators, or directors from other districts or agencies.

Other Activities

Other activities mentioned that serve at-risk students include sports, recreation, clubs, after school activities, and community service projects. With the exception of one

community service project, none of the activities mentioned are aimed specifically at serving at-risk students.

Comments

A variety of comments regarding programs for at-risk students were made by the interviewees. Comments were usually expressed as the need for more programs to identify and serve at-risk students, more services for at-risk families, more staff, more planning and more resources. Not all interviewees felt a need for more programs and services. As one small district administrator stated,

> Small schools are able to treat each student, including at-risk students, as individuals. For us to have a program to deal with these students would not accomplish more than that which is already being done. (field notes, May 29, 1990)

Another added, "It's virtually impossible for a kid to slip through the cracks in this school" (field notes, May 24, 1990). However, comments from two administrators summed up a concern expressed by most interviewees. One stated, "We are still losing a lot of kids because they don't fit any of the programs we do have" (field notes, June 6, 1990). Another said,

> We need to train all teachers in how to work with them {at-risk students}. Everyone thinks it's not their job. Teachers don't think of them as their kids. (field notes, May 22, 1990)

In summary, the data emerging from the initial interviews reveal that 45% of the districts represented by the interviewees have a written district philosophy that

speaks to at-risk students in some way, 27% have some written policies for at-risk student identification, 36% have some policy for at-risk student programs, and 9% have some policy for at-risk student evaluation. Interview data also show 64% of the districts represented by the interviewees have an identified district level coordinator for at-risk student programs. Building level coordination of such programs exists in 50% of the elementary schools and 67% of the secondary schools in the districts represented by the interviewees. All those identified have other major responsibilities. Actual coordination is often described as minimal.

The process used to identify at-risk students varies among districts and, in some cases, between schools within a district. A wide range of programs and activities were described as used to prevent students becoming at-risk but most do not fit the characteristics of prevention programs identified by the literature. A wide range of programs and activities are identified as used to serve identified at-risk students, 77% of the programs identified serve middle and high school students. Most activities mentioned as serving at-risk students do not differ from those offered all students. Separate evaluation of at-risk students is not often conducted. Formal program evaluation rarely occurs, most program evaluation is subjective.

Comments made by interviewees indicate a need for more funds, programs, training and awareness or understanding related to identifying and serving at-risk students.

The initial interviews provide this study's first look at programs and policies for at-risk students in Washington County school districts. The general picture emerging from the interview data show policies and programs to be varied among school districts, ranging from none or a few to some and even many. What seems evident from this data is that policies and programs are fragmented and inconsistent across the 11 districts represented by the interviewees. Little policy exists that speaks directly to at-risk student identification and programs. Programs do exist but most serve secondary students. Those programs that do exist seem insufficient for the perceived number of students that may be at risk. Many of the programs identified as serving at-risk students also serve the general student body or other special student groups.

A broad picture of the status of policy and programs for at-risk students does begin to emerge from the initial interview data. That picture is general and vague, showing the need for additional data in all areas addressed in the interviews.

DOCUMENT ANALYSIS

Documents relating to policy and programs for at-risk students in Washington County school districts were acquired during initial interviews conducted in May and June 1990. Additional documents were acquired during ensuing months as further data were collected. The only criteria for document selection was whether the document was related to at-risk students or programs in some way. The 66 separate documents examined were obtained from eight Washington County school districts, the Washington County Education Service District, and the Oregon Department of Education. Documents were sorted into five categories for analysis. The number of documents examined in each category is shown below.

Program Description (33)

District Policy/Regulation (16)

Program Evaluation (2)

Demographic Information (7)

District Records/Reports (8)

The data provided by the documents in each category were further coded and are described in the following sections.

Program Description

The 33 program description documents included written descriptions, sets of procedures, forms, and curricula. Each was placed in the appropriate category shown below.

Elementary Programs (2 documents)

Middle School Programs (10 documents)

High School Programs (23 documents)

Note: Two programs serve middle school and high school students and are placed in both categories.

Document data also fell into five program categories according to program purpose:

1. Alternative programs for students unlikely to complete a regular high school diploma are offered either as a school within a school or in a separate facility and are characterized by individualized instruction, on-site child care, pre employment skill training, monitored work experiences and/or dual enrollment at the community college (also see Appendix E). Four districts, serving over 90% of the county's public high school students, make such programs available to their students.

2. Programs for students needing to make up credits in order to graduate are offered in school during afternoon and evening hours and are characterized by individualized instruction and tutoring. Five districts, serving over 95% of the county's public high school students, make such programs available to their students.

3. General Education Development degree (GED) and basic education programs are offered in conjunction with some alternative programs and in specific classes offered by one school district, the community college, and one agency

serving youth and are characterized by individualized and programmed instruction. Programs are available to students in all school districts.

4. Teen parent programs are offered within the regular school setting and in conjunction with alternative programs and are characterized by individualized instruction, on-site child care, and parenting classes. Three districts, serving over 68% of the county's public high school students, make such programs available to their students.

5. Intervention programs for students needing instructional, emotional, or social skills support in their own school are offered and include guidance and counseling, summer school, basic skills, study skills, life skills, mentoring, community services, motivational, English as a second language, work skills and pre employment skills programs. Intervention programs operate within or are available to students in all 13 Washington County school districts.

Program description document data were then further classified according to more specific target populations, funding sources, enrollment, time frames and the type or nature of instruction. The specific data drawn from these documents are further displayed in Appendix E and analyzed and evaluated in Chapter V.

District Policy and Regulation

The 16 examples of policy or regulation reviewed can be categorized according to their focus:

Drug and Alcohol (3 documents)

General Philosophy of Education (1 document)

General Student Placement (1 document)

Student Retention at Grade (1 document)

Suspension/Expulsion (3 documents)

General Guidance (2 documents)

Child Abuse (1 document)

Married Students (1 document)

Pregnant Students (1 document)

Discipline/Conduct (1 document)

Mission and Goals (1 document)

With the exception of the Married Students and Pregnant Students policies (found only in three districts) all districts maintain the policies shown above. The policies of all districts were not fully reviewed but all are similar in content and intent. No policy or regulation examined spoke specifically to at-risk students, although at-risk students do fall into several of the policy categories mentioned.

Program Evaluation

One district provided two documents showing program evaluation results of specific alternative school programs

for middle and high school students. These documents were reviewed and showed the numbers of students successfully meeting program goals and objectives, graduation rates, and opinion survey results. Results were used by the district for program improvement.

Several districts offered Chapter I and other special education program reports as documents relating to the evaluation of at-risk students. These reports are required of all districts, are not specific to at-risk students or programs and therefore were not examined.

The lack of substantive evaluations and inaccessibility of program data preclude any meaningful secondary analysis of program evaluations within this study.

Demographic Information

Seven documents regarding district enrollments, enrollment projections, and ethnic/minority and other special populations were examined. The documentation was provided by local districts, Washington County, Portland State University and a private consultant firm commissioned by the Washington County Education Service District to provide such data. The data derived from these documents show an increasing student population and an increasing population of some student groups that tend to be at-risk of school failure. The data drawn from these documents fall in two categories:

1. Enrollment growth: The current county public school (K-12) enrollment of approximately 54,000 students is projected to grow to over 65,000 by the year 2000, representing a growth rate of over 20%. In addition, the general population of Washington County is projected to grow by over 160,000 residents by the year 2010, an increase of 58% since 1987. Projections are based on trends in enrollments and population, housing starts, and in-migration since 1987. Projections also take into consideration the availability of open land within the county urban growth boundary upon which additional housing may be constructed.

2. Growth of at-risk groups: Between 1980 and 1988 the number of Washington County residents at the national poverty level increased by 102%. School enrollments of minority youth in Washington County increased from 8.1% in 1988 to 10.5% in 1990. Nearly 2,500 youth were referred to the Juvenile Department in Washington County in 1989, a 6% increase over 1987. In 1989 there were 553 reported cases of child abuse in Washington County, an increase of over 80% since 1980. The monthly prevalence of illicit drug use among eighth grade students in the Portland metropolitan area rose by 4.1% between 1986 and 1988. Similar data for 11th grade students show a decline in the use of some drugs. A 1986 survey of 714 ninth grade students (20% of total) conducted by the Washington County Juvenile Commission shows 26% of the surveyed students experienced a serious family

crisis; 22% suffered from depression; 15% had suicide attempts or serious suicidal thoughts; 14% reported regular family violence; and 12% reported parent drug or alcohol abuse. The Northwest Network of Runaway and Homeless Youth Services report that in 1987 8.7% of Washington County youth were reported as runaways and an estimated 0.2% were homeless.

The demographic data show a continued and fairly large increase in student enrollment over the next decade. Data regarding certain at-risk groups show increasing numbers in several categories, with the exception of some illicit drug use. Even if the incidence of factors that tend to cause students to become at risk remains constant, the numbers of at-risk students will increase proportionate to the growth in student enrollment.

District Records and Reports

The records examined included attendance and demographic data. Reports examined included reports to Boards of Directors and to state agencies regarding programs for specific student groups. These data are reported in the above sections.

In summary, the examination of document data provides a more in-depth look at the scope and nature of programs for at-risk students. Most programs or policies described target middle or high school students. Document data show a

wide variety in the purpose of the programs described as well as students served. The examination of district policies or regulations confirms interview data showing policies or regulations relating specifically to at-risk students is rare or lacking altogether. Many of the policies examined tend to focus on all regular or all special education students. At-risk students do exist in these groups, but these policies are not aimed specifically at at-risk students as a group or category. Some policies are aimed at high risk groups of students (teen parents, alcohol and drug abuse, child abuse, married students), but speak only to students falling within those narrow groupings and not to other categories of at-risk students. No district submitted a policy for review that focussed directly on at-risk students or programs as a policy category. Evaluation documents reviewed show one district's programs to be successful in meeting goals and intended outcomes. No other district submitted program evaluation documents for review. Demographic document data show an increasing number of all students as well as those potentially at-risk of school failure, showing a continued need for programs for at-risk students.

Overall, the documentary data reinforce the data acquired during the initial interviews. The result is a somewhat clearer, more definitive picture of existing programs and policies for at-risk students in Washington

County. However, this picture is still too broad and general to fully address the study's questions. More specific data from district and school administrators is needed in order to further develop the descriptive picture of the status of programs and policies for at-risk students and to achieve the study's purpose.

SURVEY DATA

Two surveys were developed in order to expand the data acquired through initial interviews and document analysis. Both surveys were developed using information drawn from the literature review (Chapter II). A 10 item survey was administered to all 13 Washington County school district superintendents (Appendix C) and a 29 item survey was administered to a large sample of elementary and secondary principals (Appendix D). The results of these surveys are shown in the following two sections.

SUPERINTENDENT SURVEY

All 13 Washington County school district superintendents were sent the 10 item survey in October 1990 (Appendix C). Ten surveys were completed and returned. The three remaining superintendents were contacted and guided interviews using the survey instrument were conducted in November 1990.

Six superintendents (46%) reported their district operates alternative school programs for low achieving, disadvantaged, or at-risk students. These districts serve 85% of the county's public school students in grades K-12. The data show larger districts are more likely to operate such programs than smaller or elementary districts. Superintendents indicated two districts (15%) operate such programs for elementary students, three districts (23%) for middle school students, and five districts (39%) operate such programs for high school students. Four districts (31%) operate alternative programs during the day and three (23%) operate such programs in the evening. Two districts (15%) provide alternative programs within the regular school setting and three (23%) provide such programs in separate facilities. Three superintendents indicated their programs offer some form of accelerated learning. The data show the focus of programs vary. Three programs (23%) focus on students with substance abuse problems, four (31%) on teen parents, four (31%) on credit deficient students, and four (31%) focus on students with English as their second language. One district (8%) program was described as vocational/technical and one (8%) as a remedial program.

While these data do not show the number of programs operated by the six districts by category (such data are presented later in this chapter) they do show the number of districts operating one or more programs. These data begin

to give a picture of the variety of programs operated by school districts and reinforce initial interview and documentary data showing a higher ratio of programs available to secondary students than to elementary students.

Six superintendents (46%) indicated their district funds the attendance of low achieving, disadvantaged, or at-risk students at alternative programs operated by another school district or agency. The six districts funding such attendance serve 75% of the county's students in grades K-12. A higher percent of larger districts fund such attendance than do smaller districts. Superintendents indicated three (23%) districts fund the attendance of their students in elementary programs, three (23%) in middle school programs and five (39%) in programs for high school students. Four districts (31%) fund students into day programs and three (23%) into evening programs. The programs into which students are funded are those designed for teen parents, credit deficient students and students with English as their second language and are operated by the community college, a mental health agency, other districts, the education service district, state agencies and private agencies.

While these data do not show the number of such programs funded by the six districts by category (such data are presented later in this chapter) they do show the number of districts funding student attendance in one or more

programs in these categories. These data again show the variety of programs available to students and indicate a higher number of such programs are available to secondary students than to elementary students. The data show other Washington County public education providers are utilized more often than providers outside the county and more than public or private agency providers.

Seven superintendents (54%) indicated their district has a written philosophy statement that speaks to at-risk students in some way. These districts represent 84% of the county's public school students in grades K-12. Superintendents indicated seven districts (54%) have statements expressing the belief that all students can learn and succeed, six (46%) that have high expectations for behavior and achievement, one (8%) that expresses the belief that low-achieving students can achieve at grade level within a specific time frame, and one district (8%) with philosophy that states the belief that teaching reading at the primary grades is a key to preventing students from becoming at risk. A higher percent of larger districts have such philosophy statements than do smaller districts. In general, these philosophy statements speak to all students and categories of students, including those at risk. These data confirm similar initial interview and documentary data.

Superintendent survey data show nine districts (69%) serving 97% of the county's students in grades K-12 have one

or more policies or regulations related to at-risk students. Three districts (23%) have policy advocating the screening of students in order to provide early identification of at-risk students and early intervention through an appropriate program. Superintendents indicated three districts (23%) have policy establishing a district level coordinator for at-risk programs and one district (8%) has policy establishing building level coordinators. Seven districts (54%) have policy promoting staff development regarding at-risk programs, four districts (31%) have policy supporting the use of research based at-risk programs, six districts (46%) have policy encouraging parent involvement, and one district (8%) has policy requiring evaluation and record keeping for at-risk students and programs. Superintendents indicated that none of their districts have policy supporting the funding of preschool programs for four year old students or full day kindergarten for low-achieving or disadvantaged students.

Nine superintendents (69%) estimated 0% to 20% of the low-achieving or at-risk students in their districts receive no special or additional services due to a lack of resources such as funds, time, or staff. These districts serve 34% of the county's students in grades K-12. Two superintendents (15%) indicated 41% to 50% of their at-risk students receive no special or additional instructional services due to a

lack of resources. These two districts serve 47% of the county's students in grades K-12.

Three superintendents (23%) indicated their district houses public agency staff providing services to at-risk students and their families. These districts serve 21% of the county's K-12 students. Superintendents indicated such staff are housed in elementary, middle and high schools and include youth service organizations, mental health agencies and police agencies. Larger districts seem more likely to house such agencies than do smaller districts.

Comments

Nine superintendents added comments regarding programs for at-risk students. All comments focussed on the need for more services and programs. Four superintendents stated the need for better means of providing early identification of at-risk students; two stated the need for countywide coordination of all services for at-risk students; and five stated the need for county or regional programs for such students. County or regional programs mentioned as needed include staff development in areas related to identifying and serving at-risk students; parenting classes and family counseling; at-risk student identification services; student internships through business partnerships; student community service programs; alternative middle school programs; a regional vocational high school; and drug and alcohol

programs. Other program needs mentioned include programs for homeless and transient families and public agency staff housed in schools.

Four small district superintendents indicated the small size of their districts and schools allow them to easily identify and serve at-risk students but suggested the need for county or regional services in higher cost programs requiring specialized staff not easily provided by small districts.

In summary, the superintendent survey data show six districts operate one or more alternative programs for low achieving, disadvantaged, or at-risk students and six districts fund the attendance of their students at such programs operated by others. These districts serve 85% of the county's K-12 students. Superintendents report most of the alternative programs serve middle or high school students. Relatively few programs exist for elementary students. The data also show slightly more than half the districts have written philosophy statements or one or more written policy or regulation that speak to at-risk students in some way. Superintendents reported most districts are unable to provide additional or special services to between 1% and 50% of their low-achieving or at-risk students due to a lack of resources. Finally, superintendents reported three districts house some public agency staff serving at-risk students or their families.

The superintendent survey adds more clarity and depth to the description of programs and policies for at-risk students. When examined in conjunction with data derived from initial interviews and document analysis the picture emerging is one that continues to show the status of such programs and policies to be mixed and varied. Pieces of the major components of policy and programs aimed at supporting and providing identification, intervention, and evaluation services begin to show more clearly as specific numbers and percentages are identified and analyzed. These data seem to show a general lack of supportive policy aimed specifically at at-risk students; a lack of overall program coordination and direction; and a lack of programs in certain areas or grade levels designed for students with particular needs. At the same time, the data show some policies and programs in some districts that may be expanded and built upon by those districts and that may serve as a model for others. However, before such evaluative judgments can be made, more data is required. The principal survey provides those data.

PRINCIPAL SURVEY

A 29 item principal survey was developed (Appendix D). A pilot test of the principal survey was administered to seven elementary and secondary principals in Clackamas and Marion counties in October 1990, resulting in some changes to the instrument. A revised principal survey was sent to

all 93 elementary and secondary principals in Washington County during November and December 1990. An initial return of approximately 30% resulted in a second mailing to 60 principals in January 1991. By mid January 1991, 56 surveys were completed and returned for an overall return rate of 60%. Responses were received from 58% of the elementary, 59% of the middle and 80% of the high school principals in Washington County. Principals in districts with over 3,000 students had a return rate of 55% and those in districts with under 3,000 had a return rate of 80%.

The intent of the survey was to provide additional descriptive data in order to fully develop the study's picture of programs and policies for at-risk students in Washington County. Since a broad descriptive picture is desired, approximate percents are used to describe some data. A number of survey items asked principals to indicate an approximate percent on a continuum scale. When principals clearly indicated 0% by writing or circling that figure, results are reported as 0%. Responses marked on the continuum are reported in ranges of 5% (e.g. 11-15%). If a specific figure on the continuum (other than 0%) was circled or marked the result is reported in the range immediately preceding that figure (e.g. 5% is reported in the 1-5% range; 50% in the 46-50% range; and 100% in the 96-100% range). The total range of responses (e.g. 1-50%) is used to show the distribution of responses across the continuum.

The median response range (e.g. 11-15%) is used to show the response range indicating half the schools responded within or below that range and half responded within or above that range. The results of these survey items are displayed in tables showing a frequency distribution of the results as well as basic descriptive statistics (range of responses; median response ranges).

Some survey items ask for a "Yes" or "No" response. The results of these items are reported using the number of responses and percent of total responses for each item. When appropriate, the range and mean of responses are shown. The results of these items are also displayed in tables.

Basic descriptive statistics are used to report and analyze these data, however it must be emphasized that a descriptive picture is the intended outcome and not statistical significance. The results of the principal survey are displayed in the following sections. Each section focuses on data grouped within specific categories drawn from the literature.

Identification of At-risk Students

The literature reviewed in Chapter II suggests it is important to examine the practices and methods used to identify students who are low achieving or at risk of school failure for reasons other than low achievement. Tables I-V show the responses of principals to questions regarding the identification of at-risk students.

Table I shows the response of principals when asked about basic methods used in their school to identify low-achieving students. The data show elementary schools use the results of achievement tests and teacher recommendations to a greater degree than do middle and high schools to help identify such students. Additional data show a range of percentile scores (25-50th percentile) and National Curve Equivalent (NCE) scores (40-50 NCE) are used to determine low achievement. Conversely, the data show middle and high schools rely more on grades and teacher recommendations than do elementary schools for at-risk student identification. Additional data show a variety of grades or combinations of grades are used to identify low-achieving students (grade point averages ranging from 1.0-2.0 and various combinations of D and F letter grades). Elementary and secondary principals indicated a fairly strong reliance on teacher recommendation but middle schools seem to rely on such recommendations less. Other methods used to identify low-achieving students listed by principals include parent recommendations, other tests, and the results of teacher team student screening.

Table II shows the frequency certain features, indicators, methods, procedures and instruments are used to help identify students who may be at risk of school failure for a variety of reasons, including, but not limited to, low achievement. Achievement test scores, grades, teacher

recommendations and parent recommendations seem to be major methods used to identify at-risk students. It is interesting to note that while elementary schools use achievement test scores to a greater degree than secondary schools to identify low-achieving students (Table I), the reverse seems to be the case in identifying students who may be at risk for a variety of reasons. All three levels continue to place a strong reliance on teacher recommendations but high schools do not indicate the use of parent recommendations as often as elementary and middle schools. The use of grades seem to be consistently used to help identify at-risk students.

TABLE I

METHODS USED TO IDENTIFY
LOW-ACHIEVING STUDENTS

Response Frequency Distribution and Percent of Total
Principal Survey Item 4, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
Achievement Tests	25 89%	5 71%	2 40%	10 100%	3 100%	3 100%	35 92%	8 60%	5 63%
Grades	13 46%	7 100%	5 100%	3 30%	3 100%	3 100%	16 42%	10 100%	8 100%
Teacher Recommend.	25 89%	5 71%	5 100%	9 90%	2 67%	2 67%	34 90%	7 70%	7 88%
Other	10 36%	4 57%	2 40%	2 20%	1 33%	1 33%	12 32%	5 50%	3 38%

TABLE II

FEATURES OF METHODS AND INSTRUMENTS USED TO IDENTIFY AT-RISK OR POTENTIALLY AT-RISK STUDENTS

Frequency Distribution and Percent of Total
Principal Survey Item 8, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
None Used				3 30%			3 8%		
Screens All Students	6 21%	4 57%		1 10%			7 18%	4 40%	
Screens Only Referrals	15 54%	1 14%	2 40%	3 30%	1 33%	2 67%	18 47%	2 20%	4 50%
Screens Same as Sp. Educ.	11 39%	3 43%	2 40%	6 60%	1 33%	1 33%	17 45%	4 40%	3 38%
Screens Separate	10 36%	6 86%	3 60%			2 67%	10 26%	6 60%	3 38%
Teacher Recommend.	26 93%	7 100%	5 100%	8 80%	3 100%	3 100%	34 90%	10 100%	8 100%
Parent Recommend.	25 89%	6 86%	3 60%	7 70%	2 67%	1 33%	32 84%	8 80%	4 50%
Instr./Form/ Checklist	16 57%	5 71%	2 40%	4 40%		1 33%	20 53%	5 50%	3 38%
Socioeconom. Status	11 39%			2 20%	1 33%	3 100%	13 34%	1 10%	3 38%
English as 2nd Language	14 50%	2 29%	1 20%	5 50%	1 33%	3 100%	19 50%	3 30%	4 50%
Racial/ Ethnic	9 32%	1 14%		2 20%	1 33%	3 100%	11 29%	2 20%	3 38%
Single Parent	8 29%	1 14%	1 20%	2 20%	1 33%	3 100%	10 26%	2 20%	4 50%

TABLE II

FEATURES OF METHODS AND INSTRUMENTS USED TO IDENTIFY AT-RISK OR POTENTIALLY AT-RISK STUDENTS
(continued)

Frequency Distribution and Percent of Total
Principal Survey Item 8, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
Alcohol/Drug Problem	12	6	3	3	2	3	15	8	6
	43%	86%	60%	30%	67%	100%	40%	80%	75%
Self Esteem	21	6	1	4	1	3	25	7	4
	75%	86%	20%	40%	33%	100%	66%	70%	40%
Runaway	9	5	1	6	2	2	15	7	3
	32%	71%	20%	60%	67%	67%	40%	70%	38%
Absenteeism	21	7	5	6	3	3	27	10	8
	75%	100%	100%	60%	100%	100%	71%	100%	100%
Truancy	14	7	4	5	3	3	19	10	7
	50%	100%	80%	50%	100%	100%	50%	100%	88%
Behavior	24	7	5	5	3	3	29	10	8
	86%	100%	100%	50%	100%	100%	76%	100%	100%
Grades	21	7	4	6	3	3	27	10	7
	75%	100%	80%	60%	100%	100%	71%	100%	88%
Achievement Test Scores	20	6	2	6	3	3	26	9	5
	71%	86%	40%	60%	100%	100%	68%	90%	63%

Table II also shows a relatively low use of any formal checklist, instrument, or form to help screen or identify at-risk students but a fairly even split between schools using the same process as used to identify special education

students and those who indicate the use of a process separate from that used in special education. Very few schools screen all students in some way in order to identify those at risk or potentially at risk, with the possible exception of small district high schools.

The use of specific school, personal, family, or social factors to help identify at-risk students varies. The data show less than 50% of the schools consider student socioeconomic status, English as a second language, racial or ethnic status, or single family status when attempting to identify at-risk students. Student alcohol or drug problems are considered by 80% of the middle schools, 75% of the high schools, and 40% of the elementary schools when identifying at-risk students. Student runaway is considered in 40% or fewer elementary and 38% or fewer secondary schools but is considered in 70% or more middle schools. Truancy is considered by half the elementary but at most secondary schools. Problems such as self esteem, runaway, absenteeism, behavior, grades, and truancy are considered by 65% or more of the elementary and secondary schools when identifying at-risk students.

Table III shows data regarding the frequency and type of additional screening, evaluation and diagnosis strategies used with students identified as at risk or potentially at risk. The data show most elementary and secondary schools provide additional formal and/or informal evaluation of

identified at-risk students. Most elementary (74% or more) and middle (85% or more) school principals reported additional testing is done for student academic, social, behavioral or self esteem purposes. Fewer (50-63%) high schools provide such additional testing. While the data indicate most screening, identification, diagnosis and intervention prescription occurs at the school site, survey comments indicate some schools provide such services off the school site for students with severe or highly specialized needs. The data show a high level of involvement of staff, parents and others (specialists, medical staff, agency staff) in the process of student screening, evaluation, diagnosis and intervention prescription.

Table IV shows the frequency distribution of principals' responses regarding the approximate percent of students in their building identified as at risk due to low achievement. The range of elementary and secondary responses indicate schools have identified between 1% and 50% of their students as low achieving. Median response ranges (the 5% range in which the median occurs; the range in which half the responses occur in or below and half occur in or above) for elementary (11-15%), middle (16-20%), and high (11-15%) schools show relatively low to moderate numbers of low-achieving students in the majority of schools. When examined by district size, some differences in the median response ranges of secondary schools exist,

TABLE III

ADDITIONAL EVALUATION AND DIAGNOSIS STRATEGIES
USED WITH IDENTIFIED AT-RISK STUDENTS

Response Frequency Distribution and Percent of Total Principal Survey Items 9, 10, N=56									
	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	2 7%			1 10%	1 33%		3 8%	1 10%	
No Further Evaluation	2 7%			2 20%		1 33%	4 11%		1 13%
Validated Instr. Used	18 64%	4 57%	2 40%	8 80%	2 67%	1 33%	26 68%	6 60%	3 38%
Informal Evaluation	23 82%	6 86%	5 100%	6 60%	1 33%	1 33%	29 76%	7 70%	6 75%
Academic Purposes	20 71%	7 100%	3 60%	8 80%	1 33%	1 33%	28 74%	8 80%	4 50%
Social/ Behavior	23 82%	7 100%	4 80%	7 70%	2 67%	1 33%	30 79%	9 90%	5 63%
Self Esteem	23 82%	7 100%	4 80%	6 60%	1 33%	1 33%	29 76%	8 80%	5 63%
Other Purposes	1 4%					1 33%	1 3%		1 13%
Screen On-site	18 64%	6 86%	5 100%	8 80%	1 33%	1 33%	26 68%	7 70%	6 75%
Identify On-site	25 89%	7 100%	5 100%	7 70%	1 33%	2 67%	32 54%	8 80%	7 88%
Diagnose On-site	19 50%	6 86%	3 60%	9 90%	2 67%	3 100%	28 74%	8 80%	6 75%
Prescribe On-site	25 89%	7 100%	3 60%	7 70%	1 33%	2 67%	32 54%	8 80%	5 63%

TABLE III

ADDITIONAL EVALUATION AND DIAGNOSIS STRATEGIES
USED WITH IDENTIFIED AT-RISK STUDENTS
(continued)

Response Frequency Distribution and Percent of Total Principal Survey Items 9, 10, N=56									
	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
Involves Staff	26 93%	6 86%	4 80%	9 90%	3 100%	3 100%	35 92%	9 90%	7 88%
Involves Parents	21 75%	6 86%	3 60%	9 90%	2 67%	3 100%	30 79%	8 80%	6 75%
Involves Others	22 79%	5 71%	4 80%	6 60%	2 67%	1 33%	28 74%	7 70%	5 63%

but may be a factor of the small sample size of small districts. While the results for all schools indicate a relatively low to moderate number of low-achieving students, it should be noted that if a 15% rate is applied to the 54,000 students in Washington County more than 8,000 students would be considered low achieving.

Table V shows the frequency distribution of principals' responses regarding the approximate percent of students at risk for reasons other than low achievement (attendance, behavior, personal problems, family problems). The total range of elementary and secondary responses indicate schools have between 1% and 80% of their students

TABLE IV

APPROXIMATE PERCENT OF STUDENTS AT RISK
DUE TO LOW ACHIEVEMENT

Frequency Distribution
Principal Survey Item 3, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	2		1				2		1
0%									
1-5%	1			2			3		
6-10%	6		2	1	2	1	7	2	3
11-15%	7	2	1	6			13	2	1
16-20%	3	1				2	3	1	2
21-25%	1	1	1		1		1	2	1
26-30%	4	3		1			5	3	
31-35%									
36-40%	2						2		
41-45%									
46-50%	2						2		

Summary:

Elementary	R = 1-50% MdR = 11-15%	R = 1-30% MdR = 11-15%	R = 1-50% MdR = 11-15%
Middle School	R = 11-30% MdR = 21-25%	R = 6-25% MdR = 6-10%	R = 6-30% MdR = 16-20%
High School	R = 6-25% MdR = 6-10%	R = 6-20% MdR = 16-20%	R = 6-25% MdR = 11-15%

R = Range of Responses; MdR = Median Response Range

identified as at risk for reasons other than low achievement. The median response ranges for elementary (6-10%), middle (6-10%) and high (16-20%) schools indicate a small to moderate number of students so identified in the majority of schools. When examined by district size,

elementary and secondary response ranges are similar. Large district high schools indicate a somewhat higher median response range than those in small districts. The results for all schools indicate the majority of elementary and middle schools have small numbers of such students while the majority of high schools have moderate numbers of such students. However, applying an approximate 8% rate to elementary and middle schools and an 18% rate to high schools would indicate nearly 6,000 students at-risk due to reasons other than low achievement.

Tables I-V show schools utilize a variety of techniques, both formal and informal, to identify students at risk of school failure for all reasons. Data regarding the identification of at-risk students show a wide variety of formal and informal practices used to identify such students in order to provide placement. The most common means of identification is the use of achievement tests, grades and teacher and parent recommendations. School related factors such as absenteeism, truancy, academic performance and behavior are used to help identify at-risk students more often than family background or personal factors (with the exception of drug and alcohol problems). Once identified, most schools provide at-risk students with some form of additional evaluation and diagnosis to assist with placement. Estimates show 20% or fewer students at risk due to all reasons in the majority of schools.

TABLE V

APPROXIMATE PERCENT OF STUDENTS AT RISK FOR REASONS OTHER THAN LOW ACHIEVEMENT

Frequency Distribution Principal Survey Item 6, N=56									
	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
Response Range	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response			1						1
0%									
1-5%	11	1	1	7			18	1	1
6-10%	7	3		1	2	1	8	5	1
11-15%	1			2		1	3		1
16-20%	2					1	2		1
21-25%	1		2				1		2
26-30%	4	1	1				4	1	1
31-35%		1						1	
36-40%	1				1		1	1	
41-45%									
46-50%	1						1		
51-55%									
56-60%									
61-65%									
66-70%									
71-75%									
76-80%		1						1	
Summary:									
Elementary	R = 1-50% MdR = 6-10%			R = 1-15% MdR = 1-5%			R = 1-50% MdR = 6-10%		
Middle School	R = 1-80% MdR = 6-10%			R = 6-40% MdR = 6-10%			R = 1-80% MdR = 6-10%		
High School	R = 1-30% MdR = 21-25%			R = 6-20% MdR = 11-15%			R = 1-30% MdR = 16-20%		

R = Range of Responses; MdR = Median Response Range

Broad estimates of the numbers of such students can be made by applying approximate median percent ranges of such

students to total county enrollment. The approximate 8,000 low-achieving students estimated from Table IV and the 6,000 at-risk students estimated from Table V are not statistically sound figures, but do give a broad picture of the numbers of students considered at risk or potentially at risk of school failure in Washington County. These possible 14,000 students represent 26% of the county's 54,000 students, a figure that closely approximates the four year county high school dropout rate.

General Intervention Strategies

Tables VI-XIV present data regarding general intervention strategies identified by principals as those used to serve students at risk of school failure for all reasons.

Table VI shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving students in their school placed on a formal Individual Education Plan (required for most special education programs) and served by special education programs. Response ranges show schools serve between 1% and 80% of their low-achieving students in such a manner. The median response ranges for elementary (11-15%), middle (6-10%) and high (6-10%) schools show the majority of schools serve relatively low numbers of low-achieving students in this manner. The data also show large district

elementary schools with a median response range slightly higher than small district elementary schools. Small district high schools show a median response range slightly higher than large district high schools. The results for all schools indicate the majority of schools place a relatively small to moderate number of low-achieving students on Individual Education Plans and serve them in special education programs.

Table VII shows the frequency distribution of principals' responses regarding the approximate percent of students at risk for reasons other than low achievement (e.g. family, personal or other school problems such as behavior or attendance) placed on formal Individual Education Plans and served by special education programs. Response ranges show schools place between 0% and 100% of such students on Individual Education Plans and serve those students in special education programs. The median response ranges for all elementary, middle and high schools show between 1% and 5% of such students served in this manner in at least half the schools responding to the survey. The data show no differences between small and large district schools.

TABLE VI

APPROXIMATE PERCENT OF LOW-ACHIEVING STUDENTS PLACED ON INDIVIDUAL EDUCATION PLAN AND SERVED IN SPECIAL EDUCATION

Frequency Distribution
Principal Survey Item 5A, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response									
0%									
1-5%	4	1	2				4	1	2
6-10%	8	3	2	4	2	1	12	5	3
11-15%	2	1		1			3	1	
16-20%	2					2	2		2
21-25%	1				1		1	1	
26-30%	1						1		
31-35%				1			1		
36-40%	1						1		
41-45%	2						2		
46-50%	1			2			3		
51-55%	2						2		
56-60%	1						1		
61-65%	1	1	1				1	1	1
66-70%	1	1		1			2	1	
71-75%				1			1		
76-80%	1						1		
Summary									
Elementary	R = 1-80% MdR = 21-25%			R = 6-75% MdR = 11-15%			R = 1-80% MdR = 11-15%		
Middle School	R = 1-70% MdR = 6-10%			R = 6-25% MdR = 6-10%			R = 1-70% MdR = 6-10%		
High School	R = 1-65% MdR = 6-10%			R = 6-20% MdR = 16-20%			R = 1-65% MdR = 6-10%		

R = Range of Responses; MdR = Median Response Range

TABLE VII

APPROXIMATE PERCENT OF STUDENTS AT RISK FOR REASONS OTHER THAN LOW ACHIEVEMENT PLACED ON INDIVIDUAL EDUCATION PLAN AND SERVED IN SPECIAL EDUCATION

Frequency Distribution
Principal Survey Item 6A, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	1	2	1				1	2	1
0%	8	2		3	1	1	11	3	1
1-5%	6	2	3	3	1	1	9	3	4
6-10%	2		1	2			4		1
11-15%	1						1		
16-20%	4	1					4	1	
21-25%	1						1		
26-30%				1		1	1		1
31-35%									
36-40%									
41-45%									
46-50%	3			1	1		4	1	
51-55%									
56-60%									
61-65%									
66-70%									
71-75%	1						1		
76-80%									
81-85%									
86-90%									
91-95%									
96-100%	1						1		

Summary:

Elementary	R = 0-100% MdR = 1-5%	R = 0-50% MdR = 1-5%	R = 0-100% MdR = 1-5%
Middle School	R = 0-20% MdR = 1-5%	R = 0-50% MdR = 1-5%	R = 0-50% MdR = 1-5%
High School	R = 1-10% MdR = 1-5%	R = 0-30% MdR = 1-5%	R = 0-30% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

Table VIII shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving students not on Individual Education Plans but who are served by special education programs. Response ranges show schools serving between 0% and 95% of their low-achieving students in special education programs without formal placement on an Individual Education Plan. The median response range for all elementary schools is 6-10%, for middle schools 0%, and for high schools 1-5%. The data show the median response range for small district middle schools to be considerably higher (16-20%) than for middle schools in large districts (0%). This may be due to the small sample size for small districts. The results for all schools show a majority of schools place relatively few low-achieving students in special education without their being placed on an Individual Education Plan.

Table IX shows the frequency distribution of principals' responses regarding the approximate percent of students at risk for reasons other than low achievement who are served by special education programs without being placed on a formal Individual Education Plan. Response ranges show schools serve between 0% and 100% of such students in special education without such formal placement.

TABLE VIII

APPROXIMATE PERCENT OF LOW-ACHIEVING STUDENTS
NOT ON INDIVIDUAL EDUCATION PLAN BUT
SERVED IN SPECIAL EDUCATION

Frequency Distribution
Principal Survey Item 5B, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	1						1		
0%	4	5	2	1		1	5	5	3
1-5%	8	2	2	3		1	11	2	3
6-10%	5		1	1			6		1
11-15%	2			1	1		3	1	
16-20%	3			2	1	1	5	1	1
21-25%	1						1		
26-30%	1						1		
31-35%	1			1			2		
36-40%					1			1	
41-45%				1			1		
46-50%									
51-55%	1						1		
56-60%									
61-65%									
66-70%									
71-75%									
76-80%									
81-85%									
86-90%									
91-95%	1						1		
96-100%									

Summary:

Elementary	R = 0-95% MdR = 6-10%	R = 0-45% MdR = 6-10%	R = 0-95% MdR = 6-10%
Middle School	R = 0-5% MdR = 0%	R = 11-40% MdR = 16-20%	R = 0-40% MdR = 0%
High School	R = 0-10% MdR = 1-5%	R = 0-20% MdR = 1-5%	R = 0-20% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

TABLE IX

APPROXIMATE PERCENT OF STUDENTS AT RISK FOR REASONS OTHER THAN LOW ACHIEVEMENT SERVED IN SPECIAL EDUCATION BUT NOT ON INDIVIDUAL EDUCATION PLAN

Frequency Distribution
Principal Survey Item 7B, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	1	2	1				1	2	1
0%	4	4	2	4		1	8	4	3
1-5%	10	1	1	1		1	11	1	2
6-10%	1		1	2			3		1
11-15%	2						2		
16-20%	2				1		2	1	
21-25%	1				1		1	1	
26-30%	2						2		
31-35%	1						1		
36-40%									
41-45%									
46-50%	2			1	1	1	3	1	1
51-55%									
56-60%									
61-65%	1						1		
66-70%									
71-75%									
76-80%									
81-85%									
86-90%				1			1		
91-95%									
96-100%	1			1			2		

Summary:

Elementary	R = 0-100% MdR = 1-5%	R = 0-100% MdR = 1-5%	R = 0-100% MdR = 1-5%
Middle School	R = 0-5% MdR = 0%	R = 16-50% MdR = 21-25%	R = 0-50% MdR = 0%
High School	R = 0-10% MdR = 0%	R = 0-50% MdR = 1-5%	R = 0-50% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

The median response range for all elementary and high schools is 1-5% and for middle schools 0%. The data show no differences between the response ranges of large and small district elementary schools but do show a moderate difference between large (0%) and small (21-25%) district middle schools. This may be due to the small sample size for small districts. High school median response ranges are similar for both groups. Results for all districts show the majority of schools serve relatively small numbers of students at risk for reasons other than low achievement in special education programs without formal placement on Individual Education Plans.

Table X shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving students served only by regular classroom programs. Response ranges show schools serve 0% to 100% of such students only in the regular classroom. The median response ranges for all elementary and high schools show most schools serve between 16% and 20% of such students in this manner. The median response range for all middle schools is 0%, indicating most middle schools do not serve their low-achieving students only in regular classroom programs. The data show differences in median response ranges for large and small district elementary, middle and especially high schools. Large district high schools show a

TABLE X

APPROXIMATE PERCENT OF LOW-ACHIEVING STUDENTS SERVED ONLY IN REGULAR CLASSROOM PROGRAMS

Frequency Distribution
Principal Survey Item 5C, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	1						1		
0%	3	5		2	1		5	6	
1-5%	3	2	1	2	1	1	5	3	2
6-10%	4			2		1	6		1
11-15%	1			1			2		
16-20%	3		1	1			4		1
21-25%	2			1			3		
26-30%	1					1	1		1
31-35%									
36-40%	2						2		
41-45%				1			1		
46-50%									
51-55%									
56-60%	1						1		
61-65%									
66-70%	1						1		
71-75%									
76-80%	2				1		2	1	
81-85%									
86-90%	2		1				2		1
91-95%			1						1
96-100%	2		1				2		1

Summary:

	Districts Over 3,000 Students	Districts Under 3,000 Students	Total All Districts
Elementary	R = 0-100% MdR = 16-20%	R = 0-45% MdR = 6-10%	R = 0-100% MdR = 16-20%
Middle School	R = 0-5% MdR = 0%	R = 0-80% MdR = 1-5%	R = 0-80% MdR = 0%
High School	R = 1-100% MdR = 86-90%	R = 1-30% MdR = 6-10%	R = 1-100% MdR = 16-20%

R = Range of Responses; MdR = Median Response Range

median response range of 86-90% and small district high schools a median response range of 6-10%, indicating large district high schools may be more likely to serve low-achieving students only in the regular classroom than small district high schools. Overall, the data show the majority of schools serve small or moderate numbers of low-achieving students in this manner.

Table XI shows the frequency distribution of principals' responses regarding the approximate percent of students at risk for reasons other than low achievement who are served only by regular classroom programs. Response ranges indicate schools serve between 0% and 100% of such students in this manner. The median response range for all elementary schools is 21-25%, for all middle schools 26-30%, and for all high schools 36-40%. The data show some differences in median response ranges for large and small district schools at all levels. Large district high schools show a median response range of 91-95% while the small district high school median response range is 26-30%. This may indicate small district high schools are better able to place such students in other programs than are large district high schools. The results for all schools show the majority of schools serve moderate numbers of students at risk for reasons other than low achievement only in regular classroom programs.

TABLE XI

APPROXIMATE PERCENT OF STUDENTS AT RISK FOR REASONS OTHER THAN LOW ACHIEVEMENT SERVED ONLY IN REGULAR CLASSROOM PROGRAMS

Frequency Distribution
Principal Survey Item 7C, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	3	2	1				3	2	1
0%	1	1		1			2	1	
1-5%	4	1		1			5	1	
6-10%	4		1	3		1	7		2
11-15%	1			1			2		
16-20%					1			1	
21-25%	3						3		
26-30%	1	1				1	1	1	1
31-35%	1						1		
36-40%	1			1	1	1	2	1	1
41-45%									
46-50%	2			1			3		
51-55%									
56-60%	1	1					1	1	
61-65%									
66-70%				1			1		
71-75%	1	1					1	1	
76-80%					1			1	
81-85%									
86-90%	2						2		
91-95%			1						1
96-100%	3		2	1			4		2

Summary:

Elementary	R = 0-100% MdR = 21-25%	R = 0-100% MdR = 6-10%	R = 0-100% MdR = 21-25%
Middle School	R = 0-75% MdR = 26-30%	R = 16-80% MdR = 36-40%	R = 0-80% MdR = 26-30%
High School	R = 6-100% MdR = 91-95%	R = 6-40% MdR = 26-30%	R = 6-100% MdR = 36-40%

R = Range of Responses; MdR = Median Response Range

Table XII shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving students who are served by programs other than special education or the regular classroom. Response ranges show schools serve between 0% and 85% of such students in other programs (e.g. alternative schools or programs, special classrooms, Chapter I or other remedial programs, and guidance and counseling programs). It should be noted that 45% of the elementary principals, 20% of the middle school principals and 13% of the high school principals did not respond to this item. Data shown represents only those principals who did respond. The median response range for all elementary and high schools is 1-5% and for all middle schools 6-10%. A comparison of small and large district schools is not feasible with such small samples. The results for all schools responding indicate the majority serve few low-achieving students in programs other than special education or the regular classroom.

Table XIII shows the frequency distribution of principals' responses regarding the approximate percent of students at risk for reasons other than low achievement who are served by programs other than special education or the regular classroom. Response ranges show schools serve between 0% and 85% of such students in this manner.

TABLE XII

APPROXIMATE PERCENT OF LOW-ACHIEVING STUDENTS SERVED BY PROGRAMS OTHER THAN SPECIAL EDUCATION OR THE REGULAR CLASSROOM

Frequency Distribution
Principal Survey Item 5D, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	15		1	2	2		17	2	1
0%	4	1	1	4			8	1	1
1-5%	3		1		1	2	3	1	3
6-10%	2	2		2		1	4	2	1
11-15%	2	2	1	1			3	2	1
16-20%		1						1	
21-25%									
26-30%									
31-35%									
36-40%	1							1	
41-45%									
46-50%	1						1		
51-55%									
56-60%	1						1		
61-65%									
66-70%									
71-75%									
76-80%				1			1		
81-85%			1						1
86-90%									
91-95%									
96-100%									

Summary:

Elementary	R = 0-60% MdR = 1-5%	R = 0-80% MdR = 0%	R = 0-80% MdR = 1-5%
Middle School	R = 0-40% MdR = 11-15%	R = 1-5% MdR = NA	R = 0-40% MdR = 6-10%
High School	R = 0-85% MdR = 11-15%	R = 1-10% MdR = 1-5%	R = 0-85% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

TABLE XIII

APPROXIMATE PERCENT OF STUDENTS AT RISK FOR REASONS OTHER THAN LOW ACHIEVEMENT SERVED BY PROGRAMS OTHER THAN SPECIAL EDUCATION OR THE REGULAR CLASSROOM

Frequency Distribution
Principal Survey Item 7D, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	11	2	1	6	1		17	3	1
0%	2		1	2			4		1
1-5%	6	2	1	1		1	7	2	2
6-10%	3	3	2	1	1	2	4	4	4
11-15%									
16-20%	1						1		
21-25%									
26-30%									
31-35%					1			1	
36-40%									
41-45%									
46-50%	1						1		
51-55%	1						1		
56-60%	2						2		
61-65%									
66-70%									
71-75%									
76-80%									
81-85%	1						1		
86-90%									
91-95%									
96-100%									

Summary:

Elementary	R = 0-85% MdR = 6-10%	R = 0-10% MdR = 0%	R = 0-85% MdR = 1-5%
Middle School	R = 1-10% MdR = 6-10%	R = 6-35% MdR = NA	R = 1-35% MdR = 6-10%
High School	R = 0-10% MdR = 1-5%	R = 1-10% MdR = 6-10%	R = 0-10% MdR = 6-10%

R = Range of Responses; MdR = Median Response Range

It should be noted that 45% of the elementary principals, 30% of the middle school principals, and 13% of the high school principals did not respond to this item. Data shown represents only those principals who did respond. The median response range for all elementary schools is 1-5% and for all middle and high schools 6-10%. A comparison of small and large district schools is not feasible with such small samples. The results for all schools responding indicate the majority serve few students at risk for reasons other than low achievement in programs other than special education or the regular classroom.

Tables VI-XIII have displayed data regarding general intervention strategies used in schools to serve the needs of students at risk of school failure due to low achievement or other school related, family or personal reasons. The data show individual schools respond to the needs of these students in a variety of ways and with varying levels of frequency. These students are served by programs within the general categories of special education, the regular classroom and other special programs. Table XIV displays median response ranges to show the approximate use of such placement by schools.

Table XIV summarizes the data presented in Tables VI-XIII. The use of the median response range provides a descriptive picture of the approximate percent of at-risk students served by programs in the general categories shown.

TABLE XIV

GENERAL PLACEMENT OF AT-RISK STUDENTS IN WASHINGTON COUNTY SCHOOL DISTRICTS

	Median Response Ranges, Tables XV-XXII					
	Low-achieving Students			Students At Risk for Reasons Other Than Low Achievement		
	EL	MS	HS	EL	MS	HS
Placed on Indiv. Ed. Plan & Served in Spec. Ed.	11-15%	6-10%	6-10%	1-5%	1-5%	1-5%
Not on Indiv. Ed. Plan & Served in Spec. Ed.	6-10%	0%	1-5%	1-5%	0%	1-5%
Served in Regular Classroom Only	16-20%	0%	16-20%	21-25%	26-30%	36-40%
Served in Other Programs	1-5%	6-10%	1-5%	1-5%	6-10%	6-10%

Table XIV indicates that identified at-risk students are placed in the four general categories in small to moderate numbers in the majority of the responding schools. The data also show low-achieving students are somewhat more likely to be served in special education programs, with or without placement on an Individual Education Plan, than are students at risk for reasons other than low achievement. Conversely,

those at risk for other reasons seem more likely to be served only in the regular classroom than are low-achieving students.

The low to moderate median response ranges shown in all categories in Table XIV indicate that perhaps not all at-risk students are accounted for in survey responses. The high number of no responses to two survey questions involving placement in the regular classroom also may indicate the uncertainty about placement of at-risk students reflected in the data. The seemingly unaccounted for students may be those often referred to as students who "fall through the cracks" or those known or suspected to be low achieving or at risk but who are not placed in any program or who are, for whatever reason, forgotten and continue in regular programs until they either finish school or drop out. These data may indicate a need for improved at-risk student identification procedures.

Ineffective Policies and Programs

Some programs and policies have been shown in the literature to be ineffective in improving low achievement or in helping students identified as at risk for other reasons. Tables XV and XVI present data regarding two practices that have often been common responses to low-achieving or at-risk students.

Table XV shows the frequency distribution and percent of principals' responses regarding the approximate percent of low-achieving and other at-risk students retained at grade level for a second year. The data show 95% of the elementary principals responded that 0-5% of the low-achieving or other at-risk students in their school are retained in kindergarten, first, second or third grades while 8% of the principals indicated 1-5% of such students are retained in grades 4-6. An even lower percent of principals reported retention at grade level at middle and high school grades. The comments of several high school principals indicate that those students often retain themselves by not acquiring sufficient credits to move to the next grade. While data are reported in the 1-5% range, most principals marked their responses at the low end of that range on the survey instrument. This, combined with the high number of 0% responses show retention at grade level to be a strategy not widely used with low-achieving and at-risk students in most schools.

Table XVI shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving or other at-risk students served by diagnostic-prescriptive pullout programs. These programs are typically those that diagnose student learning needs,

TABLE XV

APPROXIMATE PERCENT OF LOW-ACHIEVING AND AT-RISK STUDENTS RETAINED AT GRADE LEVEL DURING PAST YEAR

Frequency Distribution and Percent of Schools
Principal Survey Item 11

Response Range	Districts Over 3,000 Students N=40	Districts Under 3,000 Students N=16	Total All Districts N=56
Gr. K-1	N=28	N=10	N=38
No Response	1 (4%)		1 (3%)
0%	10 (36%)	2 (20%)	12 (32%)
1-5%	16 (57%)	8 (80%)	24 (63%)
6-10%	1 (4%)		1 (3%)
Gr. 2-3	N=28	N=10	N=38
No Response	1 (4%)		1 (3%)
0%	17 (61%)	7 (70%)	24 (63%)
1-5%	9 (32%)	3 (30%)	12 (32%)
6-10%	1 (4%)		1 (3%)
Gr. 4-6	N=28	N=10	N=38
No Response	1 (4%)		1 (3%)
0%	24 (86%)	10 (100%)	34 (90%)
1-5%	3 (11%)		3 (8%)
Middle Sch.	N=7	N=3	N=10
No Response	1 (14%)		1 (10%)
0%	4 (57%)	3 (100%)	7 (70%)
1-5%	2 (29%)		2 (20%)
High Sch.	N=5	N=3	N=8
No Response	2 (40%)		2 (25%)
0%	2 (40%)	1 (33%)	3 (38%)
1-5%		2 (67%)	2 (25%)
6-10%			
11-15%	1 (20%)		1 (13%)

prescribe specific instruction, and provide that instruction in settings away from the regular classroom. Responses do not include students placed on Individual Education Plans

and served in special education programs but do include students placed in diagnostic-prescriptive pullout programs such as Chapter I or other similar remedial programs. Response ranges show schools serving between 0% and 95% of their low-achieving or at-risk students in such programs. The median response range for all elementary schools is 11-15%, for all middle schools 6-10% and for all high schools 1-5%. A comparison of large and small district schools show similar median response ranges with the exception of small district middle schools. This difference may be due to the small sample size for small districts. The results for all schools indicate the majority of schools serve relatively few low-achieving or at-risk students in diagnostic-prescriptive pullout programs.

Tables XV and XVI show data regarding the level of use of two programs shown in the literature to be ineffective in helping low-achieving or at-risk students. The data show both retention at grade level and diagnostic-prescriptive pullout programs to be used by some Washington County schools with such students however, median response ranges show their use to be at a very low level, involving small numbers of students.

TABLE XVI

APPROXIMATE PERCENT OF LOW-ACHIEVING OR AT-RISK STUDENTS SERVED BY DIAGNOSTIC-PRESCRIPTIVE PULLOUT PROGRAMS

Frequency Distribution
Principal Survey Item 12, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	3			2			5		
0%	6	2	1	1			7	2	1
1-5%	2	1	4		1	1	2	2	5
6-10%	3	1		3		1	6	1	1
11-15%	4						4		
16-20%	2	2		1			3	2	
21-25%									
26-30%	2						2		
31-35%									
36-40%	1						1		
41-45%									
46-50%	1			1	1		2	1	
51-55%									
56-60%					1	1		1	1
61-65%									
66-70%	2	1		1			3	1	
71-75%				1			1		
76-80%									
81-85%									
86-90%	1						1		
91-95%	1						1		
96-100%									

Summary:

Elementary	R = 0-95% MdR = 11-15%	R = 0-75% MdR = 6-10%	R = 0-95% MdR = 11-15%
Middle School	R = 0-70% MdR = 6-10%	R = 1-60% MdR = 46-50%	R = 0-70% MdR = 6-10%
High School	R = 0-5% MdR = 1-5%	R = 1-60% MdR = 6-10%	R = 0-60% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

Effective Policies and Programs: Prevention

The literature shows some programs and policies supporting those programs to be effective in preventing students becoming at risk of school failure. Tables XVII-XXII present results of the principal survey regarding three such programs: preschool, kindergarten and tutorial reading programs.

Table XVII shows the frequency distribution and percent of total elementary principal responses regarding district funded preschool programs for four year old students. Two principals indicated the existence of such programs and that those preschools are provided only for handicapped students. Both programs include a written curriculum, provide training for parents and involve them in the classroom. One principal did not respond to this item and 35 (92%) indicate no district funded preschool program exists in their buildings.

Table XVIII shows the frequency distribution of elementary principals' responses regarding the approximate percent of the kindergarten instructional day devoted to reading and language skills development. Response ranges show schools provide kindergarten reading and language skill development between 16% and 100% of the instructional day. The median response range for all elementary schools is 61-65%. Elementary schools in large districts show a median

response range of 66-70% and in small districts the median response range is 51-55%. The results for all schools indicate the majority of schools provide reading and language skill development to kindergarten students for 65% or more of the kindergarten school day.

TABLE XVII

DISTRICT FUNDED PRESCHOOL PROGRAMS

	Frequency Distribution and Percent of Schools Principal Survey Item 13, N=38		
	Districts Over 3,000 Students EL N=28	Districts Under 3,000 Students EL N=10	Total All Districts EL N=38
No Response	1 (4%)		1 (3%)
Yes	2* (7%)		2* (5%)
No	25 (89%)	10 (100%)	35 (92%)
If Yes, Includes:			
Written Curriculum	2* (7%)		2* (5%)
Parent Involvement in Classroom	2* (7%)		2* (7%)
Parent Training	2* (7%)		2* (5%)

* Preschool provided only for handicapped students

TABLE XVIII

APPROXIMATE PERCENT OF KINDERGARTEN DAY DEVOTED TO READING AND LANGUAGE SKILL DEVELOPMENT

Response Range	Districts Over 3,000 Students EL N=28	Districts Under 3,000 Students EL N=10	Total All Districts EL N=38
	Frequency Distribution Principal Survey Item 15, N=38		
No Response	2		2
0%			
1-5%			
6-10%			
11-15%			
16-20%	2		2
21-25%			
26-30%			
31-35%			
36-40%	2	1	3
41-45%		2	2
46-50%	3	1	4
51-55%	3	1	4
56-60%		3	3
61-65%			
66-70%	5		5
71-75%		1	1
76-80%	6	1	7
81-85%			
86-90%	3		3
91-95%	1		1
96-100%	1		1
Summary:			
Elementary	R = 16-100% MdR = 66-70%	R = 36-80% MdR = 51-55%	R = 16-100% MdR = 61-65%

R = Range of Responses; MdR = Median Response Range

Table XIX shows elementary principals' responses and percent of total principals regarding major components of the kindergarten program. More than 90% of the principals

responded that the kindergarten program in their building uses specific materials, has a written curriculum, uses structured and sequenced learning activities and uses parents in the classroom. Written management plans include those plans used on a daily basis to manage student learning and behavior. Even though 63% of the principals indicate such plans are used, the survey instrument did not clearly convey a definition of written management plans and may have resulted in inaccurate responses.

TABLE XIX

KINDERGARTEN PROGRAM COMPONENTS

Frequency Distribution and Percent of Schools Principal Survey Item 14, N=38			
Program Uses	Districts Over 3,000 Students EL N=28	Districts Under 3,000 Students EL N=10	Total All Districts EL N=38
Written Curriculum/ Specific Materials	27 (96%)	10 (100%)	37 (97%)
Written Management Plans	14 (50%)	10 (100%)	24 (63%)
Structured/ Sequenced Activities	25 (89%)	10 (100%)	35 (92%)
Parents in Classroom	26 (93%)	10 (100%)	36 (95%)

Table XX shows the frequency distribution and percent of total principals' responses regarding opportunities for full-day kindergarten for low-achieving or disadvantaged students and the approximate percent of kindergarten students attending full day. The data show eight principals (21%) indicated their school offers full-day kindergarten to such students. Three programs are in small districts and five are in large districts. The remaining 79% of the respondents indicated no such programs are available. The eight principals indicated that between 1% and 5% of their low-achieving or disadvantaged kindergarten students attend full-day kindergarten.

TABLE XX

SCHOOLS PROVIDING OPPORTUNITIES FOR FULL-DAY KINDERGARTEN FOR LOW-ACHIEVING OR DISADVANTAGED STUDENTS

Frequency Distribution and Percent of Schools Principal Survey Item 16, N=38			
	Districts Over 3,000 Students EL N=28	Districts Under 3,000 Students EL N=10	Total All Districts EL N=38
Yes	5 (18%)	3 (30%)	8 (21%)
No	23 (82%)	7 (70%)	30 (79%)
Approximate Percent of Kindergarten Students Attending Full Day			
Response Range			
1-5%	5	3	8

Table XXI shows the frequency distribution of elementary principals' responses regarding the approximate percent of low-achieving first, second and third grade students served by one to one or small group (four students or fewer) reading tutorial programs. Responses ranged from 1% to 100%. The median response ranges for all schools indicate the majority of schools serve 20% or fewer of their low-achieving first, second or third grade students in such a manner.

Table XXII shows the frequency distribution and percent of total principals responding regarding the program characteristics of tutorial reading programs for first, second or third grade students. The data show 29 elementary principals, representing 76% of the schools with such programs, indicated their tutorial program does not develop timelines within which students should attain or achieve grade level reading while 16% of the schools with such programs provide such a timeline. Reading tutorial assistance is provided to all first grade students in the lowest reading quartile in 28 (74%) of the schools. Tutorial reading is provided by certified teachers and/or trained paraprofessionals in 84% of the schools while 61% use trained adult volunteers. Trained older students and untrained adults or students are used as tutors much less frequently. It should be noted that most principals indicated at least two or more categories of tutors are used

in their school, usually a combination of teacher and trained paraprofessional.

TABLE XXI

APPROXIMATE PERCENT OF LOW-ACHIEVING FIRST, SECOND AND THIRD GRADE STUDENTS SERVED BY ONE TO ONE OR SMALL GROUP TUTORIAL READING PROGRAMS

Response Range	Frequency Distribution Principal Survey Item 17, N=38 Districts Over 3,000 Students EL N=28	Districts Under 3,000 Students EL N=10	Total All Districts EL N=38
No Response	1		1
0%			
1-5%	3	1	4
6-10%	7	1	8
11-15%	4		4
16-20%	4		4
21-25%			
26-30%	1		1
31-35%			
36-40%	1		1
41-45%			
46-50%			
51-55%			
56-60%		1	1
61-65%		1	1
66-70%	1	1	2
71-75%			
76-80%	1		1
81-85%			
86-90%	2		2
91-95%			
96-100%	3	5	8
Summary:			
Elementary	R = 1-100% MdR = 11-15%	R = 1-100% MdR = 66-70%	R = 1-100% MdR = 16-20%

R = Range of Responses; MdR = Median Response Range

TABLE XXII

PRIMARY GRADE READING TUTORIAL
PROGRAM CHARACTERISTICS

Frequency Distribution and Percent of Schools Principal Survey Item 17, N38			
	Districts Over 3,000 Students EL N=28	Districts Under 3,000 Students EL N=10	Total All Districts EL N=38
Timeline Identified by Which Student to Achieve Grade Level			
No Response	2 (7%)	1 (10%)	3 (8%)
Yes	2 (7%)	4 (40%)	6 (16%)
No	24 (86%)	5 (50%)	29 (76%)
Provided for all First Grade Students in Lowest Quartile			
No Response	1 (4%)	1 (10%)	2 (5%)
Yes	20 (71%)	8 (80%)	28 (74%)
No	7 (25%)	1 (10%)	8 (21%)
Tutoring Provided by:			
Certified Teachers	25 (89%)	7 (70%)	32 (84%)
Trained Para-Professionals	23 (82%)	9 (90%)	32 (84%)
Trained Adult Volunteers	17 (61%)	6 (60%)	23 (61%)
Trained Older Students	7 (25%)	4 (40%)	11 (29%)
Untrained Adults or Students	6 (21%)	2 (20%)	8 (21%)
No Response		1 (10%)	1 (3%)

Tables XVII-XXII present information regarding the use of preschool, kindergarten and tutorial reading programs as programs that may prevent students becoming at risk of failure. The literature describes preschool and full day kindergarten as effective prevention programs for some students. The data indicate such programs are available to very small numbers of students in limited numbers of schools. Certain aspects of some regular kindergarten programs show traits that may provide some effective prevention activities. These include an emphasis on reading and language skill development, use of parents in the classroom, and the use of specific, defined materials, curriculum and sequenced learning activities. Tutorial reading programs are available to low-achieving primary grade students in most schools, however the number of low-achieving students served by such programs is 20% or fewer in the majority of schools. The data indicate a higher percent of schools (74%) provide tutorial reading to low-achieving first grade students in the lowest reading quartile.

Effective Policies and Programs: Classroom Change

The literature indicates several changes in classroom procedures or instructional methods, referred to as classroom change programs, to be effective with at-risk students. These include the use of continuous progress

programs, cooperative learning techniques, individualized instruction, direct instruction, and student learning styles activities. Tables XXIII-XXIX present principal survey data regarding classroom change programs.

Continuous progress programs are those in which students are taught a hierarchy of skills and only move to a higher level upon successful completion of a mastery test. Table XXIII shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving or other at-risk students served by continuous progress programs. The data show 45% of the elementary, 60% of the middle and 75% of the high schools provide such programs. Response ranges show schools provide continuous progress programs to between 0% and 100% of their low-achieving or at-risk students. The median response range for all elementary and high schools is 1-5% and for all middle schools is 16-20%. It should be noted that 16 elementary principals (42%) stated none (0%) of their at-risk students receive instruction through continuous progress programs. The median response range for large district elementary schools (0%) differs from small district elementary schools (11-15%). The median response range for large district middle schools (0%) differs from small district middle schools (46-50%). The difference may be due to the small sample size for small districts. The results for all schools indicate the majority of elementary and high schools

TABLE XXIII

APPROXIMATE PERCENT OF LOW-ACHIEVING OR OTHER AT-RISK STUDENTS SERVED BY CONTINUOUS PROGRESS PROGRAMS

Frequency Distribution
Principal Survey Item 18, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	3	1		2			5	1	
0%	15	3	1	1		1	16	3	2
1-5%	3		3	2	1	1	5	1	4
6-10%						1			1
11-15%	1			2			3		
16-20%	1						1		
21-25%	1	1					1	1	
26-30%									
31-35%									
36-40%	2						2		
41-45%									
46-50%					1			1	
51-55%					1			1	
56-60%	1	1					1	1	
61-65%		1						1	
66-70%									
71-75%									
76-80%									
81-85%			1						1
86-90%				2			2		
91-95%									
96-100%	1			1			2		

Summary:

Elementary	R = 0-100% MdR = 0%	R = 0-100% MdR = 11-15%	R = 0-100% MdR = 1-5%
Middle School	R = 0-65% MdR = 0%	R = 1-55% MdR = 46-50%	R = 0-65% MdR = 16-20%
High School	R = 0-85% MdR = 1-5%	R = 0-5% MdR = 1-5%	R = 0-85% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

serve few at-risk students in continuous progress programs while the majority of middle schools serve moderate numbers of students in such programs.

Table XXIV shows the frequency of responses and percent of total principals responding regarding the characteristics of continuous progress programs used with low-achieving or other at-risk students. While 33 (59%) of the principals did not respond to this item (21 do not offer continuous progress programs) the data shown indicate the programs that are offered contain most of the major characteristics of effective continuous progress programs.

Cooperative learning is characterized by the use of mixed ability groups working together to solve problems and complete assignments, supplemented by skill development instruction provided in ability groups or individually. Table XXV shows the frequency distribution of principals' responses regarding their perception of the approximate percent of teachers using cooperative learning techniques in reading and/or math instruction at least once per week with mixed ability groups that include at-risk students. Response ranges show principals perceive between 6% and 100% of their teachers use cooperative learning with such groups at least once per week. The median response range for all elementary schools is 86-90%, for all middle schools 46-50%, and for all high schools 31-35%. Large district elementary and middle schools show a median response range higher than

corresponding small district schools. Large district high schools have a lower median response range than that shown in small district high schools. The results for all schools show in the majority of elementary schools 86% or more teachers use cooperative learning techniques in math and/or reading at least once per week with mixed ability groups including at-risk students. In the majority of middle schools 50% or fewer teachers provide such instruction and in the majority of high schools 35% or fewer of the teachers do so.

Individualized instruction involves one to one instruction using programmed or other materials specific to students' identified needs. Table XXVI shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving or other at-risk students receiving individualized reading and/or math instruction. Response ranges show between 0% and 100% of such students receive individualized instruction in reading and/or math. The median response range for all elementary and high schools is 6-10% and for all middle schools 16-20%. A similar pattern of responses exist for large and small district schools. The results for all schools indicate small or moderate numbers of at-risk students in a majority of schools are served by individualized reading and/or math programs.

TABLE XXIV

CONTINUOUS PROGRESS PROGRAM
CHARACTERISTICS

Frequency Distribution and Percent of Schools
Principal Survey Item 18, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	20 71%	4 57%	3 60%	4 40%		2 67%	24 63%	4 40%	5 63%
Defined Hierarchy of Skills	4 14%	3 43%	1 20%	6 60%	3 100%	1 33%	10 26%	6 69%	2 25%
One to One or Small Group	8 29%	2 29%	2 40%	6 60%	2 67%	1 33%	14 37%	4 40%	3 38%
Levels Testing	8 29%	3 43%	2 40%	6 60%	1 33%	1 33%	14 37%	4 40%	3 38%
Accurate Record Keeping	6 21%	3 43%	2 40%	6 60%	2 67%	1 33%	12 32%	5 50%	3 38%
Help for Those not Passing Mastery Test	6 21%	3 43%	2 40%	6 60%	2 67%	1 33%	12 32%	5 50%	3 38%

TABLE XXV

APPROXIMATE PERCENT OF TEACHERS USING COOPERATIVE LEARNING AT LEAST ONCE PER WEEK IN READING AND/OR MATH WITH MIXED ABILITY GROUPS THAT INCLUDE AT-RISK STUDENTS

Frequency Distribution
Principal Survey Item 19, N=56

Response Range	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	1			1			2		
0%									
1-5%									
6-10%	1	1	2				1	1	2
11-15%									
16-20%	2	1		1			3	1	
21-25%									
26-30%			1						1
31-35%			1						1
36-40%	1			1			2		
41-45%			1	1	1		1	1	1
46-50%	1	1		1	1	2	2	2	2
51-55%									
56-60%				1			1		
61-65%									
66-70%		1						1	
71-75%				1			1		
76-80%	3			1			4		
81-85%	1						1		
86-90%	6	2					6	2	
91-95%	1				1		1	1	
96-100%	11	1		2		1	13	1	1

Summary:

Elementary	R = 6-100% MdR = 86-90%	R = 16-100% MdR = 56-60%	R = 6-100% MdR = 86-90%
Middle School	R = 6-100% MdR = 66-70%	R = 41-95% MdR = 46-50%	R = 6-100% MdR = 46-50%
High School	R = 6-45% MdR = 26-30%	R = 46-100% MdR = 46-50%	R = 6-100% MdR = 31-35%

R = Range of Responses; MdR = Median Response Range

TABLE XXVI

APPROXIMATE PERCENT OF LOW-ACHIEVING OR OTHER AT-RISK STUDENTS RECEIVING INDIVIDUALIZED READING AND/OR MATH INSTRUCTION

Frequency Distribution
Principal Survey Item 20, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	2						2		
0%	3	1	1				3	1	1
1-5%	6		1	1			7		1
6-10%	5	2	2	3	1	1	8	3	3
11-15%	2					1	2		1
16-20%	2	2	1	2			4	2	1
21-25%	1	1		2			3	1	
26-30%					1			1	
31-35%									
36-40%									
41-45%									
46-50%	2					1	2		1
51-55%									
56-60%	1						1		
61-65%		1						1	
66-70%									
71-75%									
76-80%				2			2		
81-85%									
86-90%									
91-95%	2						2		
96-100%	2				1		2	1	

Summary:

Elementary	R = 0-100% MdR = 6-10%	R = 1-80% MdR = 16-20%	R = 0-100% MdR = 6-10%
Middle School	R = 0-65% MdR = 16-20%	R = 6-100% MdR = 26-30%	R = 0-100% MdR = 16-20%
High School	R = 0-20% MdR = 6-10%	R = 6-50% MdR = 11-15%	R = 0-50% MdR = 6-10%

R = Range of Responses; MdR = Median Response Range

Table XXVII shows the frequency of responses made by principals regarding the characteristics of individualized reading and math programs when such programs are used with low-achieving and other at-risk students. While 14 (25%) of the principals did not respond to this item (five do not offer individualized instruction in their schools) the existing data indicate most programs contain the major characteristics of effective individualized instruction programs.

TABLE XXVII

INDIVIDUALIZED READING AND MATH PROGRAM CHARACTERISTICS

Frequency Distribution and Percent of Schools
Principal Survey Item 20, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	11 39%	2 29%	1 20%				11 29%	2 20%	1 13%
One to One Instruction	17 61%	5 71%	4 80%	10 100%	3 100%	3 100%	27 71%	8 80%	7 88%
Programmed Materials	9 32%	5 71%	3 60%	6 60%	3 100%	3 100%	15 40%	8 80%	6 75%
Accurate Record Keeping	12 43%	5 71%	2 40%	9 90%	1 33%	3 100%	21 55%	6 60%	5 63%
Hierarchy of Learning Objectives	11 39%	5 71%	3 60%	9 90%	1 33%	2 67%	20 52%	6 60%	5 63%

Direct instruction is teacher directed in a structured but not authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities. Table XXVIII shows the frequency distribution of principals' responses regarding their perception of the approximate percent of teachers using direct instruction at least once per week with reading and or math groups that include at-risk students. Response ranges show principals perceive between 6% and 100% of their teachers use such instruction at least once per week with groups including at-risk students. The median response range for all elementary schools is 81-85%, for all middle schools 96-100% and for all high schools 71-75%. Large and small district schools show similar response patterns. The results for all schools indicate in the majority of schools more than 81% of the elementary, more than 96% of the middle school, and more than 71% of the high school teachers use direct instruction at least once per week with reading and/or math groups that include at-risk students.

Learning styles refer to the propensity of students to learn more effectively under certain conditions or at certain times than others. Learning styles activities involve attempts to match instructional methods, time frames and classroom environments with the identified needs and

TABLE XXVIII

APPROXIMATE PERCENT OF TEACHERS USING DIRECT INSTRUCTION AT LEAST ONCE PER WEEK WITH READING AND/OR MATH GROUPS THAT INCLUDE AT-RISK STUDENTS

Frequency Distribution
Principal Survey Item 21, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	1						1		
0%	2			1			3		
1-5%	1		1	1			2		1
6-10%	1	1		1			2	1	
11-15%									
16-20%						1			1
21-25%									
26-30%	1		1				1		1
31-35%	1						1		
36-40%									
41-45%									
46-50%	1						1		
51-55%	1						1		
56-60%	1						1		
61-65%									
66-70%	1						1		
71-75%			1		1			1	1
76-80%	3	1	1	1			4		1
81-85%	2						2		
86-90%	3	1		1			4	1	
91-95%									
96-100%	9	4	1	5	2	2	14	6	3

Summary:

	Districts Over 3,000 Students	Districts Under 3,000 Students	Total All Districts
Elementary	R = 0-100% MdR = 81-85%	R = 0-100% MdR = 86-90%	R = 0-100% MdR = 81-85%
Middle School	R = 6-100% MdR = 96-100%	R = 71-100% MdR = 96-100%	R = 6-100% MdR = 96-100%
High School	R = 1-100% MdR = 71-75%	R = 16-100% MdR = 96-100%	R = 1-100% MdR = 71-75%

R = Range of Responses; MdR = Median Response Range

learning styles of students. Table XXIX shows the frequency distribution and percent of principals responding regarding the use of learning styles activities with low-achieving and at-risk students. The data show 30 principals (54%) indicated learning styles activities are not used in their schools. The data show small to moderate numbers of schools attempt to identify or provide for student learning styles. Written survey comments indicate some schools attempt informal learning styles activities.

TABLE XXIX

USE OF LEARNING STYLES ACTIVITIES WITH LOW-ACHIEVING AND OTHER AT-RISK STUDENTS

Frequency Distribution and Percent of Schools
Principal Survey Item 22, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	1 4%		2 40%				1 3%		2 25%
Not Used	15 54%	5 71%	1 20%	5 50%	2 67%	2 67%	20 53%	7 70%	3 38%
Formal Means Used to Identify Learning Styles	4 14%	1 14%	2 40%	1 10%	1 33%	1 33%	5 13%	2 20%	3 38%
Formal Attempts to Match Learning Styles With Methods, Time Frames and Environments	8 29%	2 29%	2 40%	5 50%			13 34%	2 20%	2 25%

Tables XXIII-XXIX present information regarding the use of classroom change programs with low-achieving and at-risk students. Tables XXIII-XXIX show the frequency of use and program characteristics of continuous progress, cooperative learning, individualized instruction, direct instruction and learning styles programs in Washington County survey schools. In summary, the use of classroom change programs as a strategy for at-risk students varies a great deal from program to program and among schools. Most elementary and high schools serve small numbers of at-risk students through continuous progress programs while most middle schools serve moderate numbers of students with such programs. When continuous progress programs are used, most include the major characteristics of effective programs. In the majority of elementary schools nearly all teachers use cooperative learning activities at least once per week with groups that include at-risk students. The use of cooperative learning drops considerably among middle and high school teachers. Individualized reading and math instruction is used with small or moderate numbers of at-risk students in the majority of schools. When used, individualized instruction programs usually contain most characteristics of effective programs. Direct instruction is used to a high degree in most schools at least once per week with reading or math groups that include at-risk students. Attempts to match identified learning styles with

instruction and environments are relatively few or none in most schools.

Effective Policies and Programs: Remedial Instruction

The literature indicates some remedial instruction programs to be effective with at-risk students. Remedial instruction is any additional or supplemental instruction intended to improve student skills and study habits in a particular subject area. Tables XXX-XXXI show principal survey data regarding the frequency and type of remedial instruction used with low-achieving and other at-risk students in survey schools.

Table XXX shows the frequency distribution of principals' responses regarding the approximate percent of low-achieving and other at-risk students receiving remedial instruction in math, reading and/or language arts. Response ranges show schools serve between 0% and 100% of their low-achieving or other at-risk students through remedial math, reading or language arts programs, including diagnostic-prescriptive pullout programs examined earlier. The median response range for all elementary schools is 71-75%, for all middle schools 11-15%, and for all high schools 26-30%. Some differences exist in the median response ranges of small and large district schools, especially at the secondary levels. Large district middle schools show a lower median response range (11-15%) than do

TABLE XXX

APPROXIMATE PERCENT OF LOW-ACHIEVING OR OTHER AT-RISK STUDENTS RECEIVING REMEDIAL INSTRUCTION IN MATH, READING AND/OR LANGUAGE ARTS

Frequency Distribution
Principal Survey Item 23, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	5						5		
0%					1	1		1	1
1-5%	1	2	1				1	2	1
6-10%	1	1		2			3	1	
11-15%	2	1					2	1	
16-20%	2						2		
21-25%	2	1				1	2	1	1
26-30%			1						1
31-35%									
36-40%	1						1		
41-45%									
46-50%	1			1	1		2	1	
51-55%									
56-60%	3						3		
61-65%		1						1	
66-70%	1	1					1	1	
71-75%			1	1			1		1
76-80%	4		1	2			6		1
81-85%	2				1		2	1	
86-90%	2			1			3		
91-95%									
96-100%	1		1	3		1	4		2

Summary:

	Districts Over 3,000 Students	Districts Under 3,000 Students	Total All Districts
Elementary	R = 1-100% MdR = 56-60%	R = 6-100% MdR = 76-80%	R = 1-100% MdR = 71-75%
Middle School	R = 1-70% MdR = 11-15%	R = 0-85% MdR = 46-50%	R = 1-85% MdR = 11-15%
High School	R = 1-100% MdR = 71-75%	R = 0-100% MdR = 21-25%	R = 0-100% MdR = 26-30%

R = Range of Responses; MdR = Median Response Range

small district middle schools (46-50%) while the reverse is true for high schools. These differences may be due to the small sample size for small districts. The results for all schools indicate the majority of elementary schools provide remedial instruction in reading, math and language arts for 71% or more of their low-achieving or other at-risk students while the majority of middle schools do so for 15% or fewer, and high schools for 30% or fewer.

Table XXXI shows the frequency distribution and percent of total principals' responses regarding the characteristics of remedial math, reading and language arts programs in their schools. The results for all schools show remedial instruction is provided by certified teachers in 78% of the schools and/or trained tutors or paraprofessionals in 84% of the schools. Instruction is provided in one to one settings in 71% of the schools and/or in small group settings in 84% of the schools. Responses from all schools indicate the use of programmed materials in 37% of the elementary and 50% of the secondary schools. Remedial instruction is characterized by high structure in nearly 50% of all schools. The use of computer-assisted instruction as a remedial math, reading and language skill development tool varies with middle schools reporting less use of computers in remedial instruction than elementary and high schools. Results indicate computer-assisted instruction is not available in 11 (29%) of the survey

elementary schools, 5 (50%) of the survey middle schools and 3 (38%) of the survey high schools.

TABLE XXXI

REMEDIAL MATH, READING AND LANGUAGE ARTS INSTRUCTION CHARACTERISTICS

Frequency Distribution and Percent of Schools
Principal Survey Items 23,24, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
Program Uses:									
Certified Teachers	24 86%	3 43%	5 100%	9 90%	2 67%	2 67%	33 87%	5 50%	7 88%
Trained Tutors/ Parapro-fessionals	23 82%	6 86%	5 100%	10 100%	1 33%	2 67%	33 87%	7 70%	7 88%
One to One Instruction	20 71%	5 71%	3 60%	10 100%	1 33%	1 33%	30 79%	6 60%	4 50%
Small Group Instruction	24 86%	5 71%	5 100%	10 100%	2 67%	1 33%	34 90%	7 70%	6 75%
Programmed Materials	9 32%	3 43%	2 40%	5 50%	2 67%	2 67%	14 37%	5 50%	4 50%
High Structure	9 32%	4 57%	2 40%	9 90%	1 33%	2 67%	18 47%	5 50%	4 50%
Computer-assisted Instruction Used For:									
Remedial Math Tutoring	12 42%	1 14%		6 60%	1 33%	2 67%	18 47%	2 20%	2 25%

TABLE XXXI

REMEDIAL MATH, READING AND LANGUAGE ARTS
INSTRUCTION CHARACTERISTICS
(continued)

Frequency Distribution and Percent of Schools
Principal Survey Items 23,24, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
Remedial Reading Tutoring	13 46%	1 14%	2 40%	6 60%	1 33%	2 67%	19 50%	2 20%	4 50%
Remedial Language Tutoring	8 29%	1 14%	2 40%	5 50&	1 33%	2 67%	13 34%	2 20%	4 50%
Computer Assisted Instruction Not Available	8 29%	4 57%	3 60%	3 30%			11 29%	5 50%	3 38%

Tables XXX-XXXI present information regarding the use of remedial instruction with low-achieving and other at-risk students. The literature reviewed in Chapter II shows remedial instruction to be effective with at-risk students when implemented by certified teachers and trained tutors or paraprofessionals in one to one or small group settings. The literature also shows programs that use programmed materials, computer-assisted instruction and contain high structure are generally effective with such students. The survey data show a high level of students receiving remedial

instruction in the majority of elementary schools while a moderate to low number of students receive such instruction in secondary schools. A large percent of schools provide remedial instruction in one to one or small group settings. The use of programmed materials and high structure is found in less than 50% of the schools. Computer-assisted instruction is not used in 34% of all survey schools.

Effective Policies and Programs: School Membership

The literature suggests that schools can have a positive effect on at-risk students and maintain their attendance in school longer if school membership or participation is increased. School membership programs are those designed to promote student bonding with school in order to increase participation, decrease alienation, and promote feelings of belonging as a school member. Tables XXXII-XXVII show information regarding school membership programs and staff beliefs about at-risk students.

Table XXXII shows principals' responses regarding the number of formal programs or activities used with at-risk students to increase bonding with school or to decrease alienation from school. Principals responded by listing the programs offered in their school. The number of programs were tallied and the range and mean per school level are reported in Table XXXII. The results show the mean number of such programs decline as students move from elementary

through middle to high school. A similar pattern is present in both large and small district schools. A wide range of programs were listed by principals as those that promote student bonding with school. These fall into several categories:

- Individual or small group counseling.
- School or grade level guidance and behavior development programs.
- School, grade level or classroom self concept enhancement programs.
- The use of staff as mentors or student advocates.
- The use of older students as mentors.
- School, grade level or classroom reward or award systems related to academic performance or behavior. Most such programs include rewards for improvement of academic performance or behavior.
- School honor rolls related to grades. Most elementary schools reporting the use of honor rolls indicated that student grade improvement (e.g. moving from a 1.0 to a 2.0 Grade Point Average) achieved honor roll status as well as those scoring an overall high Grade Point Average.
- School assemblies related to positive behavior, improvement, and guidance and counseling themes.
- Parent involvement activities.

• After school activities including clubs, athletics, and field trips.

• Work experience programs.

TABLE XXXII

NUMBER OF PROGRAMS OR ACTIVITIES USED TO INCREASE STUDENT BONDING WITH SCHOOL (ALL STUDENTS, INCLUDING THOSE AT RISK)

Principal Survey Item 25, N=56									
	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	7	2	2	3			10	2	2
Range of Response	0-7	1-6	1-5	2-6	2-3	1-2	0-7	1-6	1-5
Mean No. of Programs Per School	3.5	4.0	3.0	4.0	2.3	1.7	3.6	3.4	2.3

The widest range of activity types occurred at the elementary level with fewer types indicated at the middle and high school levels. Most programs listed by principals as school membership programs are designed for and available to any or all students, including those at risk.

Table XXXIII shows the frequency distribution of principals' responses regarding the approximate percent of reward structures and incentives designed specifically for low-achieving and other at-risk students. Response ranges

for all schools show between 0% and 80% of the reward structures and incentives are specifically designed for low-achieving or other at-risk students. Median response ranges for all elementary schools is 16-20%, for all middle schools 31-35%, and for all high schools 1-5%. Some median response range differences exist between small and large district schools, especially at the elementary and high school levels. The results for all schools indicate the majority of elementary schools design less than 20% of their reward structures and incentives specifically toward low-achieving or other at-risk students. The majority of middle schools do so less than 35% of the time and high schools less than 5% of the time.

Table XXXIV shows the frequency distribution of principals' responses regarding their perception of the approximate percent of teachers demonstrating the belief that low-achieving and other at-risk students can learn and be successful. Response ranges for all schools indicate principals perceive between 26% and 100% of their teachers hold such beliefs. The median response range for all elementary and middle schools is 91-95% and for all high schools is 66-70%. Similar response ranges are found in both large and small district elementary and middle schools while some differences are shown at the high school level. These differences may be a result of the small district sample size. The results for all schools indicate in the

TABLE XXXIII

APPROXIMATE PERCENT OF REWARD STRUCTURES AND INCENTIVES SPECIFICALLY FOR LOW-ACHIEVING AND OTHER AT-RISK STUDENTS

Frequency Distribution
Principal Survey Item 26E, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	2		2				2		2
0%	5	1		8	1	1	13	2	1
1-5%	1	1	2				1	1	2
6-10%	2	1	1	1			3	1	1
11-15%									
16-20%	1					1	1		1
21-25%									
26-30%	3						3		
31-35%	1				1		1	1	
36-40%	1	2			1		1	3	
41-45%									
46-50%	6						6		
51-55%	2						2		
56-60%									
61-65%									
66-70%	2			1			3		
71-75%									
76-80%	2					1	2		1
81-85%									
86-90%									
91-95%									
96-100%		2							

Summary:

Elementary	R = 0-80% MdR = 31-35%	R = 0-70% MdR = 0%	R = 0-80% MdR = 16-20%
Middle School	R = 0-40% MdR = 36-40%	R = 0-40% MdR = 31-35%	R = 0-40% MdR = 31-35%
High School	R = 1-10% MdR = 1-5%	R = 0-80% MdR = 16-20%	R = 0-80% MdR = 1-5%

R = Range of Responses; MdR = Median Response Range

TABLE XXIV

APPROXIMATE PERCENT OF TEACHERS DEMONSTRATING BELIEF THAT LOW-ACHIEVING AND OTHER AT-RISK STUDENTS CAN LEARN AND SUCCEED

Frequency Distribution
Principal Survey Item 26A, N=56

Response Range	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	1						1		
0%									
1-5%									
6-10%									
11-15%									
16-20%									
21-25%									
26-30%			1						
31-35%									
36-40%									
41-45%									
46-50%	1				1	1	1	1	
51-55%		1						1	
56-60%		1						1	
61-65%	1		2				1		
66-70%	1		1	2			3		
71-75%	2	1					2	1	
76-80%	3						3		
81-85%									
86-90%	4			2			6		
91-95%	6	1	1	1	1	1	7	2	
96-100%	9	3		5	1	1	14	4	

Summary:

Elementary	R = 46-100% MdR = 91-95%	R = 66-100% MdR = 91-95%	R = 46-100% MdR = 91-95%
Middle School	R = 51-100% MdR = 91-95%	R = 46-100% MdR = 91-95%	R = 46-100% MdR = 91-95%
High School	R = 26-100% MdR = 61-65%	R = 46-100% MdR = 91-95%	R = 26-100% MdR = 66-70%

R = Range of Responses; MdR = Median Response Range

majority of elementary and middle schools principals perceive more than 91% of their teachers believe low-achieving and other at-risk students can learn and succeed. In the majority of high schools principals perceive more than 66% of their teachers hold such beliefs.

Table XXXV shows the frequency distribution of principals' responses regarding their perception of the approximate percent of teachers regularly involving at-risk students in experiential, "hands on," learning activities. The literature shows such activities to be effective in helping at-risk students develop feelings of school membership and belonging. Response ranges for all schools indicate principals perceive between 1% and 100% of the teachers in their schools regularly involve at-risk students in such activities. The median response range for all elementary schools is 91-95%, for all middle schools 61-65% and for all high schools 76-80%. Similar median response ranges are found for small and large district schools. The results for all schools indicate that in the majority of schools principals perceive more than 91% of elementary, more than 61% of middle school and more than 76% of high school teachers regularly involve at-risk students in experiential learning activities.

TABLE XXXV

APPROXIMATE PERCENT OF TEACHERS REGULARLY INVOLVING AT-RISK STUDENTS IN EXPERIENTIAL LEARNING ACTIVITIES

Frequency Distribution
Principal Survey Item 26B, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	3			1			4		
0%									
1-5%			1						1
6-10%	1						1		
11-15%									
16-20%									
21-25%									
26-30%		1						1	
31-35%									
36-40%									
41-45%									
46-50%		2		1	1		1	3	
51-55%									
56-60%	1	1					1	1	
61-65%	1				1	1	1	1	1
66-70%	2		2				2		2
71-75%									
76-80%	6		1	1		1	7		2
81-85%	1						1		
86-90%	2	2	1				2	2	1
91-95%	3						3		
96-100%	8	1		7	1	1	15	2	1

Summary:

Elementary	R = 6-100% MdR = 86-90%	R = 46-100% MdR = 96-100%	R = 6-100% MdR = 91-95%
Middle School	R = 26-100% MdR = 56-60%	R = 46-100% MdR = 61-65%	R = 26-100% MdR = 61-65%
High School	R = 1-90% MdR = 66-70%	R = 61-100% MdR = 76-80%	R = 1-100% MdR = 76-80%

R = Range of Responses; MdR = Median Response Range

The literature shows at-risk student membership and school bonding can be increased when courses contain goals and objectives specific to their needs. Table XXXVI shows the frequency distribution of principals' responses regarding the approximate percent of courses in their schools that contain goals and objectives specific to at-risk students. Response ranges for all schools indicate between 0% and 100% of school courses contain such goals and objectives. The median response ranges for all elementary and high schools is 26-30% and for all middle schools is 41-45%. Small district elementary schools' median response to this item is 0% while that of large district elementary schools is 46-50%. Differences existing between large and small district secondary schools may be a results of the small sample size for small districts. Results for all schools indicate in the majority of elementary and high schools 30% or fewer of the courses contain goals and objectives specific to at-risk students and in the majority of middle schools 45% or fewer courses do so.

Table XXXVII shows the frequency distribution of principals' responses regarding the approximate percent of at-risk students experiencing discipline problems in their schools. Response ranges for all schools indicate between 1% and 100% of at-risk students experience discipline problems. The median response range for all elementary schools is 46-50%, for all middle schools 51-55%, and for

TABLE XXXVI

APPROXIMATE PERCENT OF COURSES CONTAINING GOALS AND OBJECTIVES SPECIFIC TO AT-RISK STUDENTS

Frequency Distribution
Principal Survey Item 26C, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	3			2		1	5		1
0%	5			6	1	1	11	1	1
1-5%	1	1					1	1	
6-10%		1	1	1			1	1	1
11-15%									
16-20%	1	1	1				1	1	1
21-25%	2						2		
26-30%	2		1				2		1
31-35%									
36-40%	1		1				1		1
41-45%					1			1	
46-50%	1		1		1	1	1	1	2
51-55%	1						1		
56-60%	2	2					2	2	
61-65%									
66-70%	2	1					2	1	
71-75%									
76-80%									
81-85%									
86-90%	2			1			3		
91-95%	3						3		
96-100%	2	1					2	1	

Summary:

Elementary	R = 0-100% MdR = 46-50%	R = 0-90% MdR = 0%	R = 0-100% MdR = 26-30%
Middle School	R = 1-100% MdR = 56-60%	R = 0-50% MdR = 41-45%	R = 1-100% MdR = 41-45%
High School	R= 6-50% MdR = 26-30%	R= 0-50% MdR = 41-45%	R= 0-50% MdR = 26-30%

R = Range of Responses; MdR = Median Response Range

TABLE XXXVII

APPROXIMATE PERCENT OF AT-RISK STUDENTS
EXPERIENCING DISCIPLINE PROBLEMS

Frequency Distribution
Principal Survey Item 26D, N=56

Response Range	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	1						1		
0%									
1-5%	1			2			3		
6-10%	2		1	3			5		1
11-15%	1						1		
16-20%	2	1				1	2	1	1
21-25%				2			2		
26-30%	3						3		
31-35%									
36-40%	2	1	1		1	1	2	2	2
41-45%			1						1
46-50%	6	1		1			7	1	
51-55%	1	1			1		1	2	
56-60%	4	1					4	1	
61-65%									
66-70%	2	1		1	1		3	2	
71-75%				1			1		
76-80%	2		1				2		
81-85%			1						1
86-90%		1						1	
91-95%									
96-100%	1					1	1		1

Summary:

Elementary	R = 1-100% MdR = 46-50%	R = 1-75% MdR = 6-10%	R = 1-100% MdR = 46-50%
Middle School	R = 16-90% MdR = 51-55%	R = 36-70% MdR = 51-55%	R = 16-90% MdR = 51-55%
High School	R = 6-85% MdR = 41-45%	R = 16-100% MdR = 36-40%	R = 6-100% MdR = 36-40%

R = Range of Responses; MdR = Median Response Range

all high schools 36-40%. Median response ranges for small district elementary schools is considerably smaller (6-10%) than for large district elementary schools (46-50%). Median response ranges for middle and high schools are similar in both large and small districts. Results for all schools indicate in the majority of elementary schools 50% or fewer of the at-risk students experience discipline problems while 51% or more of high school and 40% or fewer of middle school at-risk students experience such problems. The literature shows behavior problems to be one indicator of students at risk of school failure, generating the suspicion that those students will reflect higher rates of discipline problems than the general student body. The literature also shows fair and consistent discipline procedures enhance at-risk student school membership and belonging. The data in Table XXXVII only reflect that at-risk students consistently experience discipline problems at a rate generally higher than that experienced by the general student body and offers no data regarding students' perceptions of the fairness of discipline procedures.

Tables XXXII-XXXVII present information about programs and beliefs that may promote school membership for at-risk students by increasing student bonding with school and decreasing student alienation from school. Survey data provide information about the number and type of programs principals identify as promoting school membership for

at-risk students. The mean average number of such programs in elementary (3.6) and middle (3.4) schools are similar, while the mean number of high school programs is lower (2.3). The programs described show a wide range of type but most are designed to serve all students, including those at risk. The numbers of reward structures and incentives designed specifically for at-risk students as a means to promote school membership are small to moderate in the majority of schools. Principals' perceptions of certain teacher beliefs and practices shown to be effective in promoting at-risk student school membership show in the majority of schools nearly all (91% or more) elementary and high school teachers and two-thirds or more middle school teachers believe low-achieving and other at-risk students can learn and succeed. Principals' perceptions also show more than 91% of elementary, more than 61% of middle school and more than 76% of high school teachers regularly involve at-risk students in experiential learning activities in the majority of schools. The practice of including goals and objectives specific to at-risk students in courses of study has shown to be effective in increasing at-risk student school membership but survey data show in the majority of schools such goals and objectives are included in 45% or fewer of the courses of study. Fair and consistent discipline practices are also shown to be effective with at-risk student school membership. The principal survey did

not ask if discipline practices are fair and consistent as the expected answer would be "yes." Students also were not surveyed. The survey does provide basic information about the numbers of at-risk students experiencing discipline problems. Results show that in the majority of schools 50% or fewer at-risk elementary, 51% or more at-risk middle school and 40% or fewer at-risk high school students experience discipline problems. These data indicate at-risk students as a group may tend to have a higher incidence of discipline problems than the general student body.

Effective Policies and Programs: Alternative Instruction

Alternative schools and programs are generally offered as separate activities as an alternative to regular or traditional schools and programs and are operated either within or outside the regular school or classroom. The literature shows several characteristics of alternative schools and programs to be effective with at-risk students. Accelerated schools and learning programs have shown promise as one effective alternative program for at-risk students. Accelerated learning programs are those designed to bring low-achieving students up to grade level within a specified period of time and usually include extended school days or school years. Table XXXVIII presents information regarding accelerated learning programs.

TABLE XXXVIII

APPROXIMATE PERCENT OF LOW-ACHIEVING STUDENTS SERVED BY ACCELERATED PROGRAMS

Frequency Distribution
Principal Survey Item 27, N=56

Response Range	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL N=28	MS N=7	HS N=5	EL N=10	MS N=3	HS N=3	EL N=38	MS N=10	HS N=8
No Response	3		2	1			4		2
0%	21	6	2	6	2	2	27	8	4
1-5%	2		1		1		2	1	1
6-10%									
11-15%		1						1	
16-20%				1			1		
21-25%									
26-30%									
31-35%									
36-40%									
41-45%									
46-50%									
51-55%									
56-60%				1			1		
61-65%									
66-70%	1						1		
71-75%									
76-80%									
81-85%									
86-90%				1			1		
91-95%	1						1		
96-100%						1			1

Summary:

Elementary	R = 0-95% MdR = 0%	R = 0-90% MdR = 0%	R = 0-95% MdR = 0%
Middle School	R = 0-15% MdR = 0%	R = 0-5% MdR = 0%	R = 0-15% MdR = 0%
High School	R = 0-5% MdR = 0%	R = 0-100% MdR = 0%	R = 0-100% MdR = 0%

R = Range of Responses; MdR = Median Response Range

Table XXXVIII shows the frequency distribution of principals' responses regarding the approximate percent of low achieving students served by accelerated programs. Response ranges for all schools indicate between 0% and 100% of students served by such programs. However, six principals (11%) did not respond to this item and 39 (70%) indicated no (0%) student in their building is served by accelerated learning programs. Four principals (7%) reported 1-5% of their students are served by accelerated programs. The remaining seven principals (12%) showed between 11% and 100% of their students served by such programs. When questioned, four of those seven principals indicated they considered Chapter I and other remedial programs as accelerated, even though they do not meet the definition of accelerated programs and do not involve students in longer school days or school years. Accelerated programs as described in the literature do not seem to exist in Washington County schools, although a few programs may utilize some of the components of accelerated learning programs.

Effective Policies

The principal survey provides some information regarding formal and informal policies related to resources for and coordination of programs for at-risk students. These data are provided in Tables XXXIX-XL.

Table XXXIX shows the frequency distribution of principals' responses regarding their perceptions of the approximate percent of low-achieving and other at-risk students not receiving adequate or additional help due to a lack of resources. Response ranges for all schools indicate principals perceive between 0% and 100% of low-achieving and other at-risk students do not receive adequate or additional help for this reason. The median response range for all elementary schools is 6-10%, for all middle schools 36-40% and for all high schools 66-70%. Results for small and large district schools show similar patterns. Results for all elementary schools indicate the majority of principals perceive 10% or fewer of their students receive inadequate or no additional help due to a lack of resources. The majority of principals perceive 40% or fewer middle school at-risk students and 66% or more high school at-risk students do not receive additional or adequate help due to a lack of resources.

Table XL shows the frequency distribution and percent of principals' responses regarding the number and type of identified school level coordinators for at-risk student programs. The data show 23 (61%) elementary schools, 7 (70%) middle schools, and 2 (25%) high schools have an identified coordinator for such programs. One elementary and two middle school principals indicated the coordinator works full-time with at-risk programs. The most commonly

TABLE XXXIX

APPROXIMATE PERCENT OF LOW-ACHIEVING OR OTHER AT-RISK STUDENTS NOT RECEIVING ADEQUATE OR ADDITIONAL HELP DUE TO LACK OF RESOURCES

Frequency Distribution
Principal Survey Item 28, N=56

Response Range	Districts Over 3,000 Students EL N=28	MS N=7	HS N=5	Districts Under 3,000 Students EL N=10	MS N=3	HS N=3	Total All Districts EL N=38	MS N=10	HS N=8
No Response	2	3	2			1	2	3	3
0%	3			4			7		
1-5%	5	1		2			7	1	
6-10%	4	1		1			5	1	
11-15%	1						1		
16-20%	1			1			2		
21-25%					1			1	
26-30%	2						2		
31-35%	1						1		
36-40%	1				1		1	1	
41-45%									
46-50%	3			1	1	2	4	1	2
51-55%			1						1
56-60%									
61-65%	1						1		
66-70%	3		1				3		1
71-75%									
76-80%		2						2	
81-85%									
86-90%				1			1		
91-95%									
96-100%	1		1				1		1

Summary:

Elementary	R = 0-100% MdR = 11-15%	R = 0-90% MdR = 1-5%	R = 0-100% MdR = 6-10%
Middle School	R = 1-80% MdR = 6-10%	R = 21-50% MdR = 36-40%	R = 1-80% MdR = 36-40%
High School	R = 51-100% MdR = 66-70%	R = 46-50% MdR = 46-50%	R = 51-100% MdR = 66-70%

R = Range of Responses; MdR = Median Response Range

TABLE XL

NUMBER AND TYPE OF SCHOOL LEVEL COORDINATORS
FOR AT-RISK STUDENT PROGRAMS

Frequency Distribution and Percent of Schools
Principal Survey Item 29, N=56

	Districts Over 3,000 Students			Districts Under 3,000 Students			Total All Districts		
	EL	MS	HS	EL	MS	HS	EL	MS	HS
No Response	2 7%						2 5%		
No Coordinator	10 36%	2 29%	4 80%	3 30%	1 33%	2 67%	13 34%	3 30%	6 75%
Coordinator Identified	16 57%	5 71%	1 20%	7 70%	2 67%	1 67%	23 61%	7 70%	2 25%
Identified Coordinator is:									
Principal/ Vice-Prin.	4 14%	2 29%	1 20%		2 67%	1 67%	4 11%	4 40%	2 25%
Classroom Teacher	2 7%						2 5%		
Full-time Coordinator		2 29%		1 10%			1 3%	2 20%	
Counselor	11 39%	3 43%		1 10%	1 33%	1 33%	12 32%	4 40%	1 13%
Special Ed. Teacher	8 29%	1 14%	1 20%	4 40%	1 33%	1 33%	12 32%	2 20%	1 13%
Other	3 11%			2 20%	1 33%	1 33%	5 13%	1 10%	2 25%

named positions identified as having responsibility for coordinating at-risk student programs were the school

counselor (30% of all schools) and special education teacher (27% of all schools).

The principal survey adds depth to the descriptive picture of programs and policies for at-risk students in Washington County school districts by expanding the data base provided by interviews, documents and the superintendent survey. The principal survey provides specific data regarding policies and programs for at-risk students in 60% of the schools and 100% of the districts in Washington County. The survey provides data regarding the identification and general program placement of at-risk students as well as data regarding the extent certain programs and practices found to be ineffective or effective are used with those students.

The implementation of written and unwritten policies is reflected in the data provided by the principal survey. Where written policies do not exist, school level practices may be seen as policy regarding those practices in individual or groups of schools.

CHAPTER SUMMARY AND CONCLUSIONS

Chapter IV has presented and analyzed the data collected to address the study's questions and purpose. Initial interviews provided a broad indication of programs and policies for at-risk students in Washington County school districts. Initially it was believed that interviews

and documentation, supplemented by some survey data, would be the major source of information. While these data did provide some sound information in a number of areas, the lack of documentation, especially district policy or regulations aimed at at-risk students, proved to be meaningful and increased the need for further data collection through survey techniques. Superintendent survey data further clarified some broad information regarding programs for at-risk students and added more precise information about the existence of formal policy for at-risk students and programs. The principal survey provided the most precise information about programs and practices for such students and indicated levels of implementation of the written policies identified through interviews, documents or the superintendent survey. The principal survey also provided information about programs with levels of practice high enough to be considered unwritten or informal policy defined by those practices at the school level.

The following sections summarize the data presented and analyzed in this chapter.

Identification of At-risk Students

In some districts at-risk student identification practices are local school decisions and often vary from school to school. The data show some districts use academic records, behavior or discipline referrals, self concept

measures, attendance records, and indicators of student emotional problems or suspected drug abuse as means to help identify at-risk students. Staff team, teacher and parent referrals all play a role in the identification process in several districts.

Documents presented for analysis showed no formal policies or regulations that address at-risk student identification. However, the superintendent survey indicated some districts with written policy or regulation advocating early at-risk student identification and intervention and some with written policy or regulation requiring some level of student screening for early at-risk identification.

The principal survey showed a wide variety of formal and informal at-risk student identification practices. Achievement tests are used in more than 90% of the elementary and more than 60% of the secondary schools. Grades are used in less than 42% of the elementary schools but in 100% of the secondary schools. Teacher recommendations are used in 90% of the elementary, 70% of the middle and 88% of the high schools. Very few schools screen all students and less than half screen all referrals for at-risk problems. Parent referrals are considered in more than 80% of the elementary and middle schools but only in 50% of the high schools. Family background factors are considered in the identification process in less than half

the schools while personal problems, especially drug and alcohol problems, are taken into account in more than 75% of the secondary schools but in less than 40% of the elementary schools. Student self esteem is considered during the identification process in more than 65% of the elementary and middle schools but in less than 40% of the high schools. School problems such as absenteeism, grades, truancy and behavior are strong factors in the identification process in most schools.

Once students at-risk are identified, 70% or more of the schools provide further evaluation procedures for diagnosis and placement. While evaluation is often informal, 68% of the elementary, 60% of the middle and 38% of the high schools use formal, validated instruments to provide some additional evaluation and diagnosis information. Further evaluations are usually done to provide additional academic, social, behavioral or self esteem information useful in prescribing intervention programs. In most schools, screening, identification, diagnosis and intervention prescription usually occur at the school site and involves staff, parents and other education specialists.

Principal estimates of the number of students identified as at-risk due to low achievement range from 1-50% of the total student body, but median response ranges are low to moderate indicating 20% or fewer of the total

student body at-risk due to low achievement in the majority of schools. Estimates of students at risk due to reasons other than low achievement range from 1-80% of the student body but median response ranges again show 20% or fewer of the total student body at-risk due to reasons other than low achievement in the majority of schools. Applying these estimates to the total school population shows approximately 26% (14,000) of the total 54,000 Washington County students could be at-risk of school failure.

Demographic analysis showed the continued need for at-risk student identification policies and programs. Demographic data indicate an estimated 20% increase in the county student enrollment by the year 2000. Populations of certain at-risk student groups show continual growth during the past several years, while others maintain a constant proportion of the total population. Only student use of certain drugs shows a decline in recent years. The data indicate a continued growth in the number of all students, including those at risk. If current conditions remain at least constant, the number of at-risk students will continue to grow in proportion with the total enrollment and Washington County school districts can expect approximately one fourth of all students to continue to be at risk or potentially at risk of school failure.

General Intervention Strategies

Initial interviews showed a wide variety of at-risk student intervention strategies used in school districts. Interviews indicated the use of both specific strategies and use of the general strategies of placement in Chapter I or other special education programs. Over 75% of the programs mentioned in interviews are geared to high school students.

Document analysis provided further data regarding general intervention strategies. No documents were provided regarding placement or intervention strategies for at-risk students. Descriptions of various programs for at-risk students were reviewed in 33 documents. These show a wide variety of such programs, most often available to secondary students.

The superintendent survey also indicated no policy regarding at-risk student intervention strategies but confirmed a wide variety of placement and program options, again geared mostly toward secondary students.

The principal survey provided more specific data regarding general at-risk student intervention strategies. The survey shows the majority of schools place between 6% and 15% of their low-achieving students on individual education plans and in special education programs. Between 1% and 5% of students at risk for reasons other than low achievement are similarly placed in most schools. In half the schools, between 0% and 10% of the low-achieving

students are placed in special education programs without being placed on an individual education plan while 0-5% of the students at-risk for other reasons are so placed. Between 0% and 20% of low-achieving students are served only in the regular classroom while 21-40% of those at risk for other reasons are served only in this manner. Between 1% and 10% of low-achieving and other at-risk students are served by other programs.

Ineffective Policies and Programs

The use of student retention at grade level and diagnostic-prescriptive pullout programs as intervention strategies for at-risk students have been shown to be generally ineffective as an intervention strategy with at-risk students.

One policy document pertaining to student retention at grade level was reviewed but that policy is typical of policy in most districts and indicated retention at grade level to be a strategy available but to be used sparingly and most often at the primary grades.

The principal survey showed retention at grade level is used with 5% or fewer kindergarten through third grade students in 95% of the elementary schools. In 8% of the schools between 1% and 5% of the students in grades 4-6 are retained while 92% retain no fourth through sixth grade students. At the secondary level, 75% of the middle schools

and high schools showed no retention while the remainder indicated 1-5% of their students retained at grade level. At the high school level retention is often due to lack of credits.

Most districts have policy or regulation for the establishment of Chapter I and special education programs. In most schools those programs are based upon a diagnostic-prescriptive pullout program of some type. Instruction is most often provided by a separate resource classroom. Principal survey data showed low to moderate numbers of at-risk students served in diagnostic-prescriptive pullout programs. Such programs are used in half the schools with between 1% and 15% of their low-achieving and other at-risk students. This roughly corresponds to data shown earlier regarding the use of special education placement (often diagnostic-prescriptive pullout) as a general intervention strategy.

Effective Prevention Policies and Programs

The literature shows some preschool, kindergarten and reading tutorial programs to be effective in preventing students becoming at risk of failure.

Initial interviews showed a wide range of programs to be considered by interviewees as preventative. Most programs mentioned in initial interviews actually are

intervention strategies for students at risk of failure and not preventative.

Document analysis provided no information regarding programs or policies designed to prevent students becoming at risk of school failure. While documents supporting kindergarten programs exist, they do not speak to those programs as at-risk prevention programs.

The superintendent survey indicated no district with written policies or regulations to establish preschool programs or full day kindergartens as means of preventing students becoming at risk. One district indicated policy stating low-achieving students can attain grade level within a specific time frame and one indicated policy stating the belief that teaching reading at primary grades is key to preventing some students becoming at risk of school failure.

The principal survey indicated two elementary schools with district funded preschool programs for four year old students. Both programs are provided only for handicapped students. No other schools operate preschool programs. The principal survey also showed all schools provide regular half day kindergarten. The amount of time devoted to reading and language skills development in those programs range from 16% to 100% of the regular day. In most schools such instruction occurs 61% of the day or more. The majority of all kindergarten programs include curriculum and instruction components found to be effective with at-risk

students. Opportunities for full day kindergarten are offered to between 1% and 5% of the students considered potentially at risk in 21% of the survey schools.

One to one or small group reading tutorial programs are offered to first through third grade low-achieving students in 97% of the principal survey schools. Such programs are offered to between 1% and 100% of the low-achieving students to prevent their becoming at risk. Half those schools offer tutorial programs to between 16% and 20% of their low-achieving students. These programs are usually provided through certified teachers and trained paraprofessionals, but also are delivered by trained adult volunteers and older students. Many (76%) schools do not provide a specified timeline by which students are expected to achieve grade level. Such programs are offered to all first grade students in the lowest reading quartile in 74% of the survey schools.

Effective Classroom Change Policies and Programs

The literature shows specific changes in the way in which classroom instruction is presented can be effective with some at-risk students. Specific research based continuous progress, cooperative learning, individualized instruction, direct instruction, and learning styles activities can be implemented to provide such changes.

Initial interviews indicated the use of one classroom change program, cooperative learning. Document analysis showed no policies or program descriptions related to changes in classroom instruction as a means of addressing at-risk students. The superintendent survey showed four districts with written policy or regulation supporting the use of research based programs in general for at-risk students.

The principal survey showed 45% of the elementary, 60% of the middle and 75% of the high schools indicate they provide continuous progress programs to between 1% and 100% of their low-achieving or other at-risk students. Half the elementary and high schools provide continuous progress programs to between 1% and 5% of such students while half the middle schools do so for between 16% and 20% of their students. Fifty percent or fewer of these programs include characteristics of effective continuous progress programs.

Principals indicated between 6% and 100% of the teachers in their schools use cooperative learning techniques at least once per week in reading and/or math with mixed ability groups that include at-risk students. Median response ranges indicate a higher use of cooperative learning in most elementary schools (86-90%) than in most middle (46-50%) or high (31-35%) schools.

Principals indicated between 0% and 100% of low-achieving or other at-risk students receive

individualized reading and/or math instruction in their schools. Median response ranges indicate a low percent of students receive such instruction in the elementary and high schools (6-10%) and a moderate number at the middle school level (16-20%). Most programs include one or more of the characteristics found to be effective in individualized programs.

Principals reported between 0% and 100% of the teachers in their buildings use direct instruction at least once per week with reading and/or math groups that include at-risk students. Median response ranges show a higher use of direct instruction in most middle schools (96-100%) than in most elementary (81-85%) and high (71-15%) schools.

The use of learning styles activities appear to be low. The absence of any use of learning styles activities is shown in 53% of the elementary, 70% of the middle, and 38% of the high schools. Some formal attempt is made to either identify student learning styles and/or to match perceived learning styles of students with methods, time frames and environments in the remainder of the schools.

Effective Remedial Instruction Policies and Programs

While remedial instruction is often the purpose of most diagnostic-prescriptive pullout special education and Chapter I programs, some remedial instruction techniques or

characteristics have been shown in the literature to be effective with at-risk students.

Initial interviews indicated some form of remedial instruction is provided to at-risk students. Interviews and documents indicated all districts have policy and regulations related to their Chapter I and special education programs as means to remediate student learning problems. No documents were reviewed indicating specific characteristics of remediation shown to be effective. The superintendent survey provided no data related to such program characteristics or policies.

The principal survey indicated between 0% and 100% of the low-achieving or other at-risk students receive some sort of remedial instruction. Median response ranges indicate a high number of such students (71-75%) receive such instruction in most elementary schools while fewer receive remedial instruction at most middle (11-15%) and high (26-30%) schools. Most of the elementary (90%), middle (70%) and high (88%) school programs include one or more of the remedial program characteristics shown to be effective with at-risk students. However, the effective remedial techniques of the use of programmed materials, high structure, and computer-assisted instruction are not used in more than 50% of the existing remedial programs.

Effective School Membership
Policies and Programs

The literature shows certain programs, beliefs and practices promote at-risk student bonding and affiliation with school, leading to feelings of school membership. These include specific activities and reward structures, teacher attitudes and beliefs about at-risk students, the use of experiential learning activities, course goals and objectives specific to at-risk students, and discipline procedures.

Interviewees mentioned a number of activities used to promote at-risk student school membership or affiliation. Those mentioned are usually offered to all students, not just those at risk.

No policies or regulations that speak specifically to increasing student affiliation with school were presented for analysis. The analysis of program description documents showed a number of components of alternative school and other intervention programs to be geared toward increasing student affiliation. These components are further examined in Chapter V.

The superintendent survey showed written philosophy statements that include the belief that all students can learn and succeed are found in seven (54%) districts while six (46%) district philosophy statements include the importance of teachers holding high expectations for

behavior and achievement. Both are important factors in increasing at-risk student school affiliation and membership.

The principal survey showed a mean of 3.6 programs per elementary school, 3.4 per middle school, and 2.3 per high school designed to increase student bonding or affiliation with school. Most programs mentioned are designed for all students, including those at risk, and generally do not target at-risk students. Principals estimated 0-80% of such programs target low-achieving and other at-risk students, however median response ranges show in the majority of elementary schools 20% or fewer programs target at-risk students, 35% or fewer target at-risk middle school students, and 5% or fewer target at-risk high school students.

Principals indicated between 46% and 100% of their teachers demonstrate they believe low-achieving or other at-risk students can learn and succeed. Median response ranges are high at the elementary and middle school (91-95%) and somewhat lower at the high school level (66-70%).

Principals indicated between 1% and 100% of the teachers in their buildings regularly involve at-risk students in experiential learning activities. Median response ranges are high at the elementary level (91-95%), lowest at the middle school level (61-65%) and relatively high at the high school level (76-80%).

The percent of courses containing goals and objectives specific to at-risk students appears to be low to moderate. A number of principals (11%) did not respond to this item or indicated that no courses contain such goals and objectives (23%). The remaining principals (66%) indicated between 1% and 100% of their courses contain goals and objectives specific to at-risk students. Median response ranges show the number of courses containing such goals and objectives to be moderate. Less than 30% of the courses in most elementary and high schools and less than 45% of those in most middle schools contain goals and objectives specific to at-risk students.

Discipline programs that are fair and consistent are seen as one means of promoting at-risk student school membership. This study did not examine the issue of fair and consistent discipline procedures but did examine the number of at-risk students experiencing discipline problems. In most schools, 50% or fewer at-risk elementary students experience discipline problems, while 51% or more middle school at-risk students and 40% or fewer high school at-risk students do so. These data suggest at-risk students may experience discipline problems more often than the general student body, reinforcing the need for fair and consistent discipline practices for at-risk students.

Effective Alternative Instruction Programs and Policies

Interviews showed a wide range of alternative programs within and outside the regular school setting. Descriptions of those programs showed approximately 80% serve only middle and high school students. Program description documents showed the same variety of programs. These programs contain several characteristics found to be effective with at-risk students.

Documents also showed special intervention programs for those students needing additional instructional, emotional or social skills support. Fifteen programs offering such support are available to at-risk students in all districts.

The superintendent survey showed six districts operate one or more alternative program for low-achieving, disadvantaged, or other at-risk students and six fund the attendance of their students at such programs operated by other districts. These districts serve 85% of the county's K-12 students, however only 15% of the districts operate such programs for elementary age students and only 23% fund attendance of elementary students at such programs operated by other districts. The superintendent survey also showed three districts operate some sort of accelerated programs for their students. Superintendents indicated 54% of the districts have some written policy or philosophy statements

regarding either at-risk programs in general or specific programs. However, such policy or philosophy is usually limited to one or two specific programs.

The principal survey showed seven (18%) elementary principals, two (20%) middle school principals, and two (25%) high school principals indicated between 1% and 100% of their low-achieving students are served by accelerated alternative programs or instruction, however a clear understanding of accelerated learning may not exist. The remaining principals indicated no students are served by such programs.

At-risk Student and Program Evaluation

Interview data showed specific at-risk student evaluation to be rare. The evaluation of at-risk students is usually done in conjunction with the evaluation of all students and makes use of achievement tests, grades, other tests, progress in individual education plans, attendance, behavior reports and teacher or parent observations. One district provides more specific evaluation of at-risk student self esteem and one district uses an outside evaluator to evaluate specific alternative programs. Other program evaluation activities are reported as general, sometimes tied to required reports, and often subjective rather than objective.

Other Findings

Eight superintendents (62%) perceived their districts are unable to provide additional or adequate services to between 1% and 20% of their low-achieving and other at-risk students due to a lack of resources. Two superintendents (15%) indicated their districts are unable to do so for between 41% and 50% of their at-risk students. Principals estimated between 0% and 100% of their low-achieving or other at-risk students do not receive additional or adequate help due to a lack of resources. Median response ranges show half or more elementary schools unable to serve less than 10% of their at-risk students due to inadequate resources, while most middle schools are unable to so serve 40% or fewer at-risk students for such reasons. The median response range for high school principals shows half or more believe they are unable to adequately serve 61% or more of their at-risk students due to a lack of resources.

Initial interviews showed seven (54%) districts with an identified district level coordinator for at-risk student programs, all with other major responsibilities. Interviewees indicated coordination within the district is through formal and informal meetings. Five (38%) interviewees indicated some coordination exists with other districts, again through formal and informal meetings. The superintendent survey showed three districts (23%) with

written policy or regulation establishing a district level at-risk program coordinator.

The superintendent survey also indicated one (8%) district with written policy or regulation establishing building level at-risk program coordinators. The principal survey showed 23 (61%) elementary, seven (70%) middle, and two (25%) high schools have identified staff members to coordinate at-risk student programs. In all but one school, the identified coordinator holds other major responsibilities.

Interview data regarding the coordination of at-risk services with other public agencies showed this sometimes occurs with those districts having identified coordinators, usually through formal and informal meetings. Document analysis and superintendent survey data showed no policy or regulations related to such coordination.

The superintendent survey indicated three districts (23%), representing 21% of the county's K-12 students, have some public agency staff housed in their schools.

Chapter IV has presented and analyzed the data from initial interviews, document analysis, the superintendent survey, and the principal survey in order to present a complete descriptive picture of programs and policies for at-risk students in Washington County school districts. This chapter has examined the data regarding the numbers of such students, how they are identified and how they are

served. The data include information about the implementation of specific programs and practices and the formal district policies and regulations that support them.

Chapter V uses a program evaluation format to further examine these data in light of criteria for effective policies and programs for at-risk students drawn from the literature presented in Chapter II (Appendix A). Chapter VI summarizes the conclusions drawn from Chapters IV and V and presents recommendations useful for program and policy improvement.

CHAPTER V

PROGRAM AND POLICY EVALUATION

The research problem addressed by this study was to understand the degree to which the programs and policies for at-risk students implemented in Washington County school districts correspond to criteria associated with effective practices as reported in the literature (Appendix A). This chapter examines data presented in Chapter IV in light of those criteria.

The data are evaluated by comparison with a specific criterion for effective programs and policy and the indicators of that criterion in a taxonomy format using a modified chart essay display (Haensly, Lupkowski, & McNamara, 1987). Each chart essay includes one criterion and the related indicators, and offers an evaluative statement based on the relevant data from Chapter IV. The evaluations presented in this chapter complete the description and analysis of programs and policies for at-risk students in Washington County school districts.

Table XLI presents the criterion and indicators of effective programs and policies related to the general identification of at-risk students and presents evaluative

statements drawn from the related data from Washington County school districts.

TABLE XLI

CHART ESSAY: IDENTIFICATION OF AT-RISK STUDENTS

Criterion for Effective Programs and Policies: Formal methods, procedures and instruments are used regularly to identify students at risk or potentially at risk at the elementary, middle and high school levels.

Data Sources: Principal Survey (Tables I, II, IV, V), Initial Interviews

Indicators	Washington County School District Data
Initial Identification:	
Achievement Tests	Most elementary (90%) and middle (80%) schools use achievement test data as a basic at-risk student identification tool. Fewer high schools (63%) do so.
Grades	All (100%) middle and high schools use grades as an identification tool and less than half (42%) the elementary schools do so.
Teacher Recommendation	Most elementary (90%) and high (88%) schools use teacher recommendations to initially identify at-risk students. Fewer (70%) middle schools do so.
Other tests and measures	Less than half of all schools use other tests, measures and sources of information to help identify at-risk students.
Formal Identification Procedures:	
Teacher Recommendation	Most elementary (90%) and all middle and high (100%) schools use teacher recommendations as part of the at-risk student identification process.

TABLE XLI

CHART ESSAY: IDENTIFICATION OF AT-RISK STUDENTS (continued)

Parent Recommendation	Most elementary (84%) and middle (80%) schools use parent recommendations as part of the at-risk student identification process. Fewer high schools (38%) do so.
Same as Special Education	Less than half the elementary (45%), middle (40%), and high (38%) schools use special education student identification procedures to identify at-risk students.
Separate from Special Education	At-risk student identification procedures separate from those used to identify special education students are used in some elementary (26%), middle (60%), and high (38%) schools.
Screen all Students	No high schools and few elementary (18%) schools screen all students for at-risk factors or conditions but more middle (40%) schools do screen all students for such factors.
Screen Referred Students	Approximately half the elementary (47%) and high (50%) schools use procedures to screen only those students referred by teachers or parents. Fewer (20%) middle schools do so.
Formal Instrument or Checklist	Half or more of the elementary (53%) and middle (50%) schools use formal instruments or checklists as a procedure when identifying at-risk students.
Identify Number of At-risk Students	All schools identify or estimate the number of students at risk due to low achievement or other reasons. In the majority of elementary schools the number is 15% or fewer of the total student body, while at the middle school and high school the number is 20% or or fewer in the majority of schools.

Table XLI shows all (100%) secondary schools and nearly all (90%) elementary schools surveyed at least minimally meet this criterion by using one or more formal method, procedure or instrument to identify students at risk or potentially at risk of school failure.

Table XLII continues the examination of effective programs and policies related to the identification of at-risk students by presenting the criterion, related indicators and Washington County school district data regarding the identification criteria used in effective identification programs.

Table XLII shows most schools do not fully meet this criterion. Family and social background factors are not used in the identification of at-risk students in less than half the elementary and high schools and in less than one-third the middle schools. The majority of schools do consider some personal factors and most school related factors when seeking to identify at-risk students.

Table XLIII presents the criterion and related indicators regarding the effective practice of further evaluating students identified as at risk in order to diagnose academic, social or personal problems and prescribe appropriate intervention activities.

Table XLIII shows some elementary (68%) and middle (60%) schools meet this criterion by providing further evaluation of identified at-risk students using formal,

validated instruments. Fewer (38%) high schools do so. More than half the schools use formal or informal further evaluation to diagnose academic, social or personal problems in order to prescribe appropriate interventions.

TABLE XLII

CHART ESSAY: IDENTIFICATION OF AT-RISK STUDENTS, IDENTIFICATION CRITERIA

Criterion for Effective Programs and Policies: Identification criteria are diverse and varied and include family and social background, personal problem, and school problem factors that may lead to students becoming at risk.

Data Sources: Initial Interviews, Principal Survey (Table II)

Indicators	Washington County School District Data
Identification Procedures Consider Family and Social Factors	One or more family or social background factor such as socioeconomic status, English as a second language, single parent family, or racial and ethnic status are used as at-risk student identification criteria by less than half (50%) of the elementary and high schools and fewer (30%) of the middle schools.
Identification Procedures Consider Personal Factors	One or more personal factor such as drug and alcohol problems, self esteem, or running away are used as at-risk student identification criteria by many (66%) elementary and even more middle (80%) and high (75%) schools.
Identification Procedures Consider School Factors	One or more school factors such as absenteeism, truancy, behavior, grades, and achievement test scores are used as at-risk student identification criteria by most elementary (76%) and by all (100%) middle and high schools.

TABLE XLIII

CHART ESSAY: IDENTIFICATION OF AT-RISK STUDENTS, FURTHER EVALUATION

Criterion for Effective Programs and Policies: Identified students are further evaluated using formal, validated instruments to diagnose academic, social or personal problems in order to prescribe appropriate interventions.

Data Sources: Principal Survey (Table III)

Indicators	Washington County School District Data
Further Evaluation Using Validated Instruments	Many elementary (68%) and middle (60%) schools use validated instruments to further evaluate students identified as at risk. Fewer (38%) high schools do so.
Further Evaluation Using Informal Methods	Most elementary (76%), middle (70%), and high (75%) schools use informal methods such as teacher observation to further evaluate students identified as at risk.
No Further Evaluation	Some elementary (11%) and high schools (13%) use no further evaluation procedures with at-risk students.
Further Evaluation Used For Academic Purposes	Further evaluation is used to provide additional academic information used in at-risk student intervention in most elementary (74%) and middle (80%) schools but in fewer high (50%) schools.
Further Evaluation Used For Behavioral Purposes	Further evaluation is used to provide additional behavioral information used in at-risk student intervention in most elementary (79%) and middle (90%) schools but in fewer high (63%) schools.
Further Evaluation Used For Personal or Self Esteem Purposes	Further evaluation is used to provide additional personal or self esteem information used in at-risk student intervention in most elementary (76%) and middle (80%) schools but in fewer high (63%) schools.

Table XLIV presents the criterion, indicators and data regarding the location of at-risk student screening, identification, diagnosis, and intervention prescription.

Table XLIV indicates most schools meet this criterion by providing screening, identification, diagnosis and/or intervention prescription at the local school site and by involving staff, parents and other district or agency staff.

Table XLV includes the criterion, related indicators and Washington County school district data regarding general intervention strategies for at-risk students.

Table XLV shows this criterion is partially met. Indicators show students at risk due to low achievement and reasons other than low achievement do not seem to be placed in special education programs in inappropriately high numbers in most schools. The same may be true for those students placed in only the regular classroom, with the possible exception of those at risk for reasons other than low achievement. Those students may be placed only in the regular classroom too often in some schools. The low percent of students served in other programs may also indicate inappropriately low placements in those programs.

Table XLVI presents the criterion, indicators and related data regarding the ineffective program of retention at grade level.

TABLE XLIV

CHART ESSAY: IDENTIFICATION OF AT-RISK STUDENTS, ON-SITE EVALUATION

Criterion for Effective Programs and Policies: Screening, identification, diagnosis and intervention prescription occur at the local school site involving local staff and parents.

Data Sources: Principal Survey (Table III)

Indicators	Washington County School District Data
On-site Procedures:	
Screening	On-site screening for the identification of at-risk students occurs in many elementary (68%), middle (70%) and high (75%) schools.
Identification	On-site identification procedures occur in most elementary (84%), middle (80%) and high (88%) schools.
Diagnosis	On-site diagnosis of at-risk student needs occurs in many elementary (74%), middle (80%) and high (75%) schools.
Prescription	On-site prescription of intervention activities occurs in most elementary (84%) and middle (80%) schools and in fewer high (63%) schools.
Involves Staff	Nearly all elementary (92%), middle (90%) and high (88%) schools involve staff in on-site at-risk student procedures.
Involves Parents	Most elementary (79%), middle (80%) and high (75%) schools involve parents in on-site at-risk student procedures.
Involves Others	Many elementary (74%), middle (70%) and high (63%) schools involve other district staff or agency personnel in on-site at-risk student procedures.

TABLE XLV

CHART ESSAY: GENERAL INTERVENTION STRATEGIES

Criterion for Effective Programs and Policies: At-Risk students are placed in appropriate instructional programs according to identified needs.

Data Sources: Principal Survey (Tables VI-XIV)

Indicators	Washington County School District Data
Low achieving students are:	
Placed on IEP and in special education	In the majority of schools few elementary (15% or fewer), middle (10% or fewer) and high (10% or fewer) school low-achieving students are placed on an Individual Education Plan and served in special education.
Not on IEP and in special education	In the majority of schools few or no elementary (10% or fewer), middle (0%) and high (5% or fewer) low-achieving students are placed in special education without being placed on an Individual Education Plan.
Served only in regular classrooms	In the majority of schools moderate numbers of elementary and high school students (20% or fewer) and no (0%) middle school low-achieving students are served only in regular classrooms.
Served by other programs	In the majority of schools few elementary (5% or fewer), middle (10% or fewer), and high (5% or fewer) school low-achieving students are served by other programs either within or outside the regular school.
Students at risk for reasons other than low achievement are:	

TABLE XLV

CHART ESSAY: GENERAL INTERVENTION STRATEGIES
(continued)

Placed on IEP and in special education	In the majority of schools few elementary (5% or fewer), middle (5% or fewer) and high (5% or fewer) school other at-risk students are placed on an Individual Education Plan and served in special education.
Not on IEP and in special education	In the majority of schools few or no elementary (5% or fewer), middle (0%) and high (5% or fewer) other at-risk students are placed in special education without being placed on an Individual Education Plan.
Served only in regular classrooms	In the majority of schools moderate numbers of other at-risk elementary (25% or fewer), middle (30% or fewer), and high (40% or fewer) school students are served only in regular classrooms.
Served by other programs	In the majority of schools few elementary (5% or fewer), middle (10% or fewer) and high (10% or fewer) school students are served by other programs either within or outside the regular school.

The criterion presented in Table XLVI appears to be met by most schools. Most schools do not use retention at grade level as a means of improving achievement. When retention at grade level occurs it involves very few students.

Table XLVII examines the ineffective practice of placing low-achieving students in diagnostic-prescriptive

pullout programs. The criterion, indicators and data are shown.

TABLE XLVI

CHART ESSAY: INEFFECTIVE PROGRAMS AND POLICIES, RETENTION AT GRADE LEVEL

Criterion for Effective Programs and Policies: Retention at grade level is not used as an intervention with low-achieving students for the purpose of improving achievement and is rarely used for other purposes.

Data Sources: Principal Survey (Table XV)

Indicators	Washington County School District Data
Low-achieving or other at-risk students are not retained at grade level in order to improve achievement	In grades K-1 no (0%) students were retained in 32% of the schools, 1-5% were retained in 63% of the schools and 6-10% were retained in 3% of the schools during the past year. In grades 2-3 no (0%) students were retained in 63% of the schools, 1-5% were retained in 32% of the schools and 6-10% were retained in 3% of the schools during the past year. In grades 4-6 no (0%) students were retained in 90% of the schools and 1-5% were retained in 8% of the schools during the past year. In middle schools no (0%) students were retained in 70% of the schools and 1-5% were retained in 20% of the schools during the past year. In high schools no (0%) students were retained in 38% of the schools, 1-5% were retained in 25% of the schools and 11-15% were retained in 13% of the schools during the past year. Information was not received from 11% of the schools.

TABLE XLVII

CHART ESSAY: INEFFECTIVE PROGRAMS AND POLICIES, DIAGNOSTIC-PRESCRIPTIVE PULLOUT PROGRAMS

Criterion for Effective Programs and Policies: Diagnostic/ prescriptive pullout programs are not used with low-achieving students or those with mild learning handicaps for the purpose of improving achievement.

Data Source: Principal Survey (Table XVI)

Indicator	Washington County School District Data
Low-achieving or mildly handicapped students are not placed in diagnostic/ prescriptive pullout programs in order to improve achievement	Few low-achieving or mildly handicapped elementary (15% or fewer), middle (10% or fewer) and high (5% or fewer) school students are placed in diagnostic/ prescriptive pullout programs.

The criterion addressed in Table XLVII is completely met by some schools, partially met by most schools and not met at all by some schools. Diagnostic-prescriptive pullout programs are used with low-achieving or mildly handicapped students for the purpose of improving achievement with less than 15% of such students in at least half the elementary schools, with less than 10% of such students in at least half the middle schools and with less than 5% of such students in at least half the high schools.

Table XLVIII begins the evaluation of prevention programs by presenting the criterion, indicators and data

related to the effective practice of providing preschool programs for four year old students.

TABLE XLVIII

CHART ESSAY: EFFECTIVE PREVENTION PROGRAMS, PRESCHOOL

Criterion for Effective Programs and Policies: District operated preschool programs for four year old students exist, utilize an organized and planned curriculum and require parent involvement.

Data Source: Principal Survey (Table XVII), Initial Interviews, Superintendent Survey

Indicators	Washington County School District Data
District operates preschool for four year old students.	Two (5%) districts operate preschool programs for handicapped four year old students. There are no other district operated preschool programs.
Program includes Written Curriculum	The two programs for handicapped four year old students include a written curriculum and require parent involvement.
Requires parent involvement	

Table XLVIII shows no district meets this criterion by providing preschool programs for all four year old students.

Table XLIX further examines effective prevention programs by examining the criterion, indicators and data regarding the characteristics that help make kindergarten programs effective at preventing students becoming at risk.

TABLE XLIX

CHART ESSAY: EFFECTIVE PREVENTION PROGRAMS, KINDERGARTEN

Criterion for Effective Programs and Policies: All kindergarten programs maintain a high level of structure and organization evident in the use of specific materials, management plans, structured activities and focus on reading and language skill development. Significant levels of parent involvement are evident.

Data Sources: Principal Survey (Tables XVIII-XIX)

Indicators	Washington County School District Data
Kindergarten Programs Use:	
Parents in Classroom	Nearly all kindergarten programs (95%) use parents in the classroom.
Specific Materials	Nearly all kindergarten programs (97%) use specific instructional materials tied to a written curriculum.
Management Plans	Fewer kindergarten programs (63%) develop and use plans to manage instruction, behavior and other aspects of the program.
Structured Activities	Most kindergarten programs (92% use structured learning activities to deliver instruction to students.
Majority of time is spent on reading and language skill development	In the majority of schools most (61% or more) of the kindergarten day is devoted to reading and language skill development.

The criterion examined in Table XLIX is almost completely met by nearly all districts. Nearly all schools use specific materials (97%), structured learning activities

(92%), and regularly involve parents in the classroom (95%) in their kindergarten programs. Fewer (63%) districts make use of written management plans. The majority of schools provide reading and language skill development for at least 61% or more of the kindergarten day.

Table L presents the criterion, indicators and data regarding the effective prevention practice of providing full-day kindergarten to low-achieving students.

TABLE L

CHART ESSAY: PREVENTION PROGRAMS, FULL-DAY KINDERGARTEN

Criterion for Effective Programs and Policies: The district provides opportunities for full-day kindergarten for low-achieving and disadvantaged students.

Data Sources: Principal Survey (Table XX), Initial Interviews, Superintendent Survey

Indicators	Washington County School District Data
Opportunity for full-day kindergarten exists	A moderate number of schools (21%) offer full-day kindergarten programs to low-achieving or disadvantage students.
Low-achieving & disadvantaged kindergarten students placed in full-day program	Those schools offering full-day kindergarten do so for between 1% and 5% of their kindergarten students.

The criterion presented in Table L is not met by most (79%) schools but is at least partially met by some (21%).

Some schools (21%) provide full-day kindergarten but to less than 5% of their students.

Table LI completes the examination of the criterion, indicators and data regarding prevention programs by examining the effective program of tutorial reading.

TABLE LI

CHART ESSAY: PREVENTION PROGRAMS, TUTORIAL READING

Criterion For Effective Programs and Policies: One to one or small group tutorial reading programs are used with the 25% to 40% lowest achieving students in primary grades, especially first grade, with the intent of bringing those students up to grade level within a specified period of time. Tutorial programs are implemented by certified teachers, trained paraprofessionals, adult volunteers or older students.

Data Sources: Principal Survey (Tables XXI-XXII)

Indicators	Washington County School District Data
Tutorial Reading Programs used with 25% to 40% lowest achieving students in grades 1-3	In the majority of schools relatively few (20% or fewer) students in grades 1-3 and who are in the 25% to 40% lowest achieving group receive tutorial reading instruction.
Specific timeline identified to bring students to grade level	Relatively few schools (16%) identify specific timelines in which students are expected to achieve grade level.
Tutoring provided all first grade students in lowest reading quartile	Most schools (74%) provide tutorial reading to all first grade students in the lowest reading quartile.

TABLE LI

CHART ESSAY: PREVENTION PROGRAMS,
TUTORIAL READING
(continued)

Tutorial reading programs implemented by:	
Certified teachers	Most schools (84%) use certified teachers to provide tutorial reading instruction.
Trained para-professionals	Most schools (84%) use trained para-professionals to provide tutorial reading instruction.
Trained adult volunteers	Some schools (61%) use trained adult volunteers to provide tutorial reading instruction.
Trained older students	Few schools (29%) use trained older students to provide tutorial reading instruction.
Untrained adults or students	Few schools (21%) use untrained adults or students to provide tutorial reading instruction.

Table LI shows this criterion to be partially met by at least 97% of the surveyed elementary schools by providing one to one or small group tutorial reading assistance to some of their 25% to 40% lowest achieving primary grade students. However, half the elementary schools provide tutorial reading to 20% or fewer of their low-achieving primary grade students. Many (74%) elementary schools provide such tutoring to all first grade students in the lowest reading quartile but few (16%) identify a specific

timeline by which those students should achieve grade level. Most elementary schools (84%) use certified teachers and trained paraprofessionals to provide tutoring and some use trained adults and students.

Table LII begins the examination of effective classroom change programs by examining the criterion, indicators and data regarding the effective characteristics of continuous progress programs used as a classroom strategy for at-risk students.

TABLE LII

CHART ESSAY: EFFECTIVE CLASSROOM CHANGE PROGRAMS, CONTINUOUS PROGRESS

Criterion For Effective Programs and Policies: Specific continuous progress programs for low-achieving students are used that include a well defined hierarchy of skills, instruction on a one to one or small group basis, levels testing, accurate record keeping, and special procedures to help students failing mastery tests.

Data Sources: Principal Survey (Tables XXIII-XXIV)

Indicators	Washington County School District Data
Low-achieving students are placed in continuous progress programs	In the majority of elementary and high schools few (5% or fewer) low-achieving students are placed in continuous progress programs. A moderate number of middle school students (20% or fewer) are so placed in most schools.
Programs include:	
Defined skill hierarchy	Some elementary (26%) and high (25%) school continuous progress programs include a defined hierarchy of skills through which students progress while many middle school (60%) programs do so.

TABLE LII

CHART ESSAY: EFFECTIVE CLASSROOM CHANGE PROGRAMS, CONTINUOUS PROGRESS (continued)

One to one or small group instruction	Some elementary (37%), middle (40%) and high (38%) school continuous progress programs use one to one or small group instruction.
Levels testing	Some elementary (37%), middle (40%) and high (38%) school continuous progress programs provide students with levels testing before moving to the next skill level in the hierarchy.
Accurate record keeping	Some elementary (32%), middle (50%) and high (38%) school continuous progress programs keep accurate records of student progress.
Procedures to help those failing mastery tests	Some elementary (32%), middle (50%) and high (38%) school continuous progress programs provide help to those students failing mastery tests.

The criterion presented in Table LII is partially met by the 34% of the elementary schools, 60% of the middle schools and 75% of the high schools using continuous progress programs with low-achieving or other at-risk students. Half the elementary and high schools provide continuous progress programs for 5% or fewer of their low-achieving students while half the middle schools do so for 20% or fewer of their low-achieving students. Between 37% and 60% of the programs contain characteristics of effective continuous progress programs.

Table LIII presents the criterion, indicators and data regarding the effective classroom change program of cooperative learning.

TABLE LIII

CHART ESSAY: EFFECTIVE CLASSROOM CHANGE PROGRAMS, COOPERATIVE LEARNING

Criterion for Effective Programs and Policies: Cooperative learning techniques are used regularly in math and reading instruction.

Data Sources: Principal Survey (Table XXV)

Indicators	Washington County School District Data
Teachers use cooperative learning at least once per week with reading and math groups that include low-achieving and other at-risk students	In the majority of schools most (86% or more) elementary teachers use cooperative learning at least once per week with reading and math groups that include at-risk students while fewer middle (50% or fewer) and high (35% or fewer) school teachers do so.

Table LIII shows this criterion to be at least partially met in 96% of all schools. In at least half the elementary schools, more than 85% of the teachers use cooperative learning at least once per week with math and reading groups that include at-risk students. In the majority of the secondary schools, less than half the middle schools and less than 35% of the high school teachers use cooperative learning in this manner.

The criterion, indicators and data regarding the effective practice of individualized instruction is shown in Table LIV.

TABLE LIV

CHART ESSAY: EFFECTIVE CLASSROOM CHANGE PROGRAMS, INDIVIDUALIZED INSTRUCTION

Criterion for Effective Programs and Policies: Individualized reading and math programs characterized by one to one instruction using programmed materials, accurate record keeping and structured, hierarchical sets of learning objectives are used with low-achieving students.

Data Sources: Principal Survey (Tables XXVI-XXVII)

Indicator	Washington County School District Data
Low-achieving students use individualized reading and/ or math programs	In the majority of schools few elementary (10% or fewer), middle (20% or fewer) and high (20% or fewer) school low-achieving students are placed in individualized reading or math programs.
Program uses one to one instruction	Most elementary (78%), middle (80%) and high (87%) school individualized reading math programs use one to one instruction.
Program uses programmed materials	Some elementary (40%) and most middle (80%) and high (75%) school individualized reading and math programs use programmed materials.
Keeps accurate records	Some elementary (55%), middle (60%) and high (63%) school individualized reading and math programs keep accurate records.
Programs uses hierarchy of objectives	Some elementary (52%), middle (60%) and high (63%) school individualized reading and math programs identify and use a hierarchy or learning objectives through which students progress.

The criterion presented in Table LIV is at least partially met by the 87% of the elementary, 90% of the middle and 88% of the high schools using individualized reading and math instruction with low-achieving students. In at least half the elementary schools 10% or fewer low-achieving students receive individualized reading or math instruction. In at least half the secondary schools, less than 20% of the low-achieving students receive such instruction. At least 78% of the elementary, 80% of the middle and 87% of the high school individualized reading and math programs contain characteristics shown to be effective with at-risk students.

Table LV shows the criterion, indicators and data for the effective classroom change program of direct instruction.

Table LV indicates this criterion is met by most schools. In at least half the elementary schools more than 80% of the teachers use direct instruction at least once per week with reading and math groups that include at-risk students. In 74% of the elementary schools more than 50% of the teachers do so. In at least half the secondary schools, more than 95% of the middle and more than 70% of the high school teachers provide direct instruction at least once per week to groups including low-achieving students.

TABLE LV

CHART ESSAY: EFFECTIVE CLASSROOM CHANGE PROGRAMS, DIRECT INSTRUCTION

Criterion for Effective Programs and Policies: Direct instruction methods that are academically focused, teacher directed in a structured but not authoritarian manner, and are characterized by clear goals, extensive content coverage, accurate monitoring of student performance, materials appropriate to student ability, with numerous opportunities for immediate academic feedback to students are used with low-achieving students, especially in reading and math.

Data Sources: Principal Survey (Table XXVIII)

Indicator	Washington County School District Data
Teachers use direct instruction at least once per week with math or reading groups that include low-achieving or other at-risk students	In the majority of schools most elementary (81% or more), middle (96% or more) and high (71% or more) school teachers use direct instruction at least once per week with math or reading groups that include at-risk students.

The criterion, indicators and data regarding the effective classroom change program of learning styles activities is presented in Table LVI.

The criterion shown in Table LVI is met by less than half the elementary (47%), by 20% of the middle and by more (63%) high school teachers by providing some formal or informal learning styles activities for at-risk students.

TABLE LVI

CHART ESSAY: EFFECTIVE CLASSROOM CHANGE PROGRAMS, LEARNING STYLES

Criterion for Effective Programs and Policies: Attempts are made to match instructional methods, time frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students.

Data Sources: Principal Survey (Table XXIX)

Indicators	Washington County School District Data
Formal means are used to identify the learning styles of low-achieving students	Few elementary (13%), middle (20%) and some high (38%) schools use formal means to identify the learning styles of low-achieving and other at-risk students.
Formal attempts are made to match the learning styles of low-achieving students to instructional methods, time frames and classroom environments	Some elementary (34%), middle (20%) and high (25%) schools try to match the learning styles of low-achieving and other at-risk students to instructional methods, timeframes and classroom environments.

Table LVII examines the criterion, indicators and data regarding effective remedial programs.

Table LVII shows this criterion is at least partially met by the 88% of the survey schools providing remedial programs for low-achieving students. In at least half the elementary schools 70% or more of the low-achieving students

receive remedial instruction. At the secondary level 15% or fewer of the low-achieving middle school students and 30% or fewer of the low-achieving high school students receive such instruction. At the elementary level 90% of the remedial programs contain one or more characteristic of effective remedial programs and 70% of the middle and 88% of the high school programs do so.

TABLE LVII

CHART ESSAY: EFFECTIVE REMEDIAL PROGRAMS

Criterion for Effective Programs and Policies: Remedial programs used with low-achieving students are tutorial in practice and use trained tutors, highly programmed materials, and highly structured tutoring sessions in a one to one setting.

Data Sources: Principal Survey (Tables XXX-XXXI)

Indicators	Washington County School District Data
Low-achieving students are placed in remedial math, reading, and language programs	In the majority of elementary schools many (71% or more) low-achieving students are placed in remedial math, reading and/or language programs. In the majority of middle schools few (15% or fewer) low-achieving students are placed in remedial groups while some (30% or fewer) high school students are placed in such groups.
Programs use:	
Certified teachers	Most elementary (87%) and high (88%) school remedial programs use certified teachers to provide instruction and half (50%) the middle schools do so.
Trained para-professionals	Most elementary (87%), middle (70%) and high (88%) school remedial programs use trained paraprofessionals to provide instruction.

TABLE LVII

CHART ESSAY: EFFECTIVE REMEDIAL PROGRAMS
(continued)

Small group instruction	Most elementary (90%) and many middle (70%) and high (75%) schools provide remedial instruction in small groups.
One to One instruction	Many elementary (79%) and some middle (60%) and high (50%) schools provide remedial instruction in a one to one setting.
Programmed materials	Some elementary (37%), middle (50%) and high (50%) school remedial programs use programmed materials.
High structure	Some elementary (47%), middle (50%) and high (50%) use high levels of structure in their remedial programs.

Table LVIII shows the criterion, indicators and data regarding the use of computer-assisted instruction as a remedial program practice.

Table LVIII shows the criterion regarding the use of computer-assisted instruction as a remedial instruction tool is at least partially met by half or fewer of the survey schools at each level. Computer-assisted instruction is used in a remedial manner in half the elementary and high schools and in 20% of the middle schools for reading skill development; in nearly half (47%) the elementary, 20% of the middle and 25% of the high schools for math skill development; and in 34% of the elementary, 20% of the middle and 50% of the high schools for language skill development.

TABLE LVIII

CHART ESSAY: EFFECTIVE REMEDIAL PROGRAMS, COMPUTER-ASSISTED INSTRUCTION

Criterion for Effective Programs and Policies: Computer-assisted instruction is used in a one to one tutorial manner for reading, math and language skill development.

Data Sources: Principal Survey (Table XXXI)

Indicators	Washington County School District Data
Computer-assisted instruction is used in one to one remedial tutoring in:	
Reading skill development	Computer-assisted instruction is used as a reading tutorial tool with low-achieving students in a one to one remedial setting in half (50%) the elementary and high schools and in fewer (20%) middle schools.
Math skill development	Computer-assisted instruction is used as a math tutorial tool with low-achieving students in a one to one remedial setting in some elementary (47%), middle (20%) and high (25%) schools.
Language skill development	Computer-assisted instruction is used as a language tutorial tool with low-achieving students in a one to one remedial setting in some elementary (34%), middle (20%) and high (50%) schools.

Table LIX shows the criterion, indicators and data related to special programs designed to promote student

bonding with school and increase student feelings of school membership.

TABLE LIX

CHART ESSAY: EFFECTIVE SCHOOL MEMBERSHIP PROGRAMS

Criterion for Effective Programs and Policies: Programs designed to promote student bonding with school are used at all grade levels as a means of increasing at-risk student participation, decreasing alienation and promoting student feelings of school membership and belonging.

Data Sources: Principal Survey (Table XXXII)

Indicator	Washington County School District Data
Special programs are used to increase school membership for at-risk students	Special programs designed to promote bonding with school and increase student feelings of school membership are provided by nearly all elementary (mean 3.6 programs per school), middle (mean 3.4 programs per school), and high (mean 2.3 programs per school) schools. Programs are provided for all students, including those at risk.

Table LIX indicates this criterion is minimally met in most schools. The number of programs designed to promote school membership declines slightly between elementary, middle and high schools. A few schools indicate no programs designed to promote school membership.

Table LX examines the criterion, indicators and data regarding teacher beliefs and practices that tend to promote school membership.

TABLE LX

CHART ESSAY: EFFECTIVE SCHOOL MEMBERSHIP PROGRAMS, TEACHER BELIEFS AND PRACTICES

Criterion for Effective Programs and Policies: School membership programs are characterized by positive teacher attitudes regarding the potential success of all low-achieving and other at-risk students, teaching practices that involve such students experientially, a diversified curriculum with objectives relevant to the needs of low achieving students, fair and flexible discipline procedures, and evaluation and reward structures compatible with the interests and abilities of low-achieving and other at-risk students.

Data Sources: Principal Survey (Tables XXXIII-XXXVII)

Indicators	Washington County School District Data
Teachers demonstrate they believe all low-achieving and other at-risk students can learn and succeed	The majority of principals perceive nearly all elementary and middle school teachers (91% or more) and some high school teachers (66% or more) demonstrate they believe all low-achieving and other at-risk students can learn and succeed.
Teachers regularly involve low-achieving and other at-risk students in experiential learning	The majority of principals perceive nearly all elementary teachers (91% or more), some middle school teachers (61% or more) and many high school teachers (76% or more) regularly involve at-risk students in experiential learning activities.
Courses contain goals and objectives specific to low-achieving and other at-risk students	Some courses of study contain goals and objectives specific to at-risk students in the majority of elementary (30% or fewer courses), middle (45% or fewer courses) and high (30% or fewer courses) schools.

TABLE LX

CHART ESSAY: EFFECTIVE SCHOOL MEMBERSHIP PROGRAMS, TEACHER BELIEFS AND PRACTICES
(continued)

At-risk students experience discipline problems requiring fair and flexible procedures	In the majority of schools approximately half the elementary (50% or fewer) and middle (51% or more) school at-risk students experience discipline problems and fewer (40% or fewer) high school at-risk students experience such problems.
Student incentives and reward programs are targeted toward at-risk students	In the majority of schools some elementary (20% or fewer) and middle (35% or fewer) school incentive and reward programs target at-risk students but very few (5% or fewer) high school programs do so.

Table LX shows this criterion is partially met by most schools by using some school membership programs and practices or by teachers who reflect certain attitudes and beliefs that tend to increase student bonding with school. Not all schools contain reward and incentive programs targeting at-risk students. The number of teachers demonstrating the belief that most students can learn and succeed is generally high in most schools. Many teachers at all levels regularly involve at-risk students in experiential learning. The practice of identifying course goals and objectives specific to at-risk students is not very widespread.

Table LXI presents the criterion, indicators and data regarding effective alternative programs. Nineteen alternative programs are examined in Appendix E and are addressed in Table LXI.

TABLE LXI

CHART ESSAY: EFFECTIVE ALTERNATIVE PROGRAMS

Criterion for Effective Programs and Policies: A variety of specific alternative programs are available to at-risk students and include stated goals and objectives designed to link schools to the values and experiences of students, promote student membership and bonding with school, enhance student self concept, establish a climate of trust and support, and focus on increasing student academic success in school. Programs are offered either within or outside the regular school, tend to be small, serving 250 students or fewer, and use teaching practices shown to be effective with at-risk students.

Data Sources: Document Analysis (Appendix E), Superintendent Survey, Initial Interviews.

Indicators	Washington County School District Data
A variety of special and alternative programs are available to at-risk students	Six districts provide access to special alternative programs for their high school students but access to middle and elementary students is limited. Most (90%) available programs serve high school students, more than half (53%) serve middle school students and few (16%) serve elementary students. More than half (58%) serve students in multiple districts and some (42%) serve students only in one district. Nearly all (90%) operate during the regular school day but some (37%) are evening programs. Few (11%) operate on the weekend but more than half (53%) are available to students in the summer. Some programs are in-school pullout programs (42%) and some operate in a separate facility (42%). None are operated as a school within a school.

TABLE LXI

CHART ESSAY: EFFECTIVE ALTERNATIVE PROGRAMS
(continued)

	Nearly all (90%) serve general at-risk students, many target low-achieving students (74%), and over half (53%) target minority or low income students Some target teen parents (32%), students with English as their second language (16%), migrant students (21%) and dropouts (47%). Most programs are designed to help students stay in school (90%) and many focus on improving student self concept (84%). Some programs help students with credit deficiencies (37%), complete high school (63%), gain vocational skills (47%), or acquire a General Education Development degree (GED) (47%).
Programs are small, under 250 students	All special or alternative programs serve students in groups of 250 or fewer.
Programs focus on improving at-risk student academic skills	All programs (100%) focus on increasing student academic success and all have the goal of improving student self concept. Most programs (90%) focus on developing problem solving skills and many focus on basic skill development (68%) and skill application (63%). Some (26%) have a focus on concept analysis skills.
There is a stated goal to link school to the values and experiences of at-risk students	Many programs (63%) have the stated goal to link school to the values and experiences of at-risk students.
There is a stated goal to enhance student self concept	All (100%) programs have a stated goal to enhance student self concept.

TABLE LXI

CHART ESSAY: EFFECTIVE ALTERNATIVE PROGRAMS
(continued)

There is a stated goal to develop trust and support	Nearly all (95%) of the programs have the development of trust and support as a stated program goal.
There is a stated goal to increase student bonding with school	Less than half (47%) of the programs hold goals designed to increase student bonding with school, decrease student alienation, and increase feelings of school membership.
Teaching practices shown to be effective with at-risk students are used.	Some programs make use of experiential learning activities (68%), work experience programs (42%), and direct instruction (58%). Few use accelerated learning techniques (11%) and few require parent involvement (16%).
Formal program evaluation is conducted	Less than half (47%) the programs use formal program evaluation procedures but all indicate the use of informal program evaluation.

Table LXI shows this criterion is met by less than half the districts but those programs that are provided are available to most high school students in Washington County. Fewer programs are available to middle school students and very few available to elementary students. A variety of specific alternative programs are available to at-risk students. Most programs are small, with groups of 250 or less. Many contain goals linking the program with the values and experiences of the at-risk students they serve. All programs provide an academic focus as well as a focus on

student self concept improvement. Nearly all aim to develop high levels of trust and support. Most make use of experiential learning and direct instruction, some exhibit goals and activities focusing on increasing student membership, and some focus on vocational skill development. Few use accelerated learning techniques or require parent involvement.

Table LXII looks at the criterion, indicators and data regarding the effective alternative strategy of accelerated learning.

TABLE LXII

CHART ESSAY: EFFECTIVE ALTERNATIVE PROGRAMS, ACCELERATED LEARNING

Criterion for Effective Programs and Policies: Alternative or special programs offering opportunities for accelerated learning designed to bring low-achieving students up to grade level within a given time period are available.

Data Sources: Superintendent Survey, Principal Survey (Table XXXVIII), Document Analysis (Appendix E)

Indicators	Washington County School District Data
Alternative accelerated learning programs are available to students	Three districts (23%) offer accelerated learning programs to some at-risk students. Few special or alternative programs (11%) include accelerated learning activities as part of their program. The majority of schools offer no (0%) accelerated learning programs to their students.

The criterion regarding the use of accelerated learning as a strategy for at-risk students shown in Table LXII is minimally met by a few districts.

Table LXIII presents the criterion, indicators and data regarding effective school district policies for at-risk students.

TABLE LXIII

CHART ESSAY: EFFECTIVE DISTRICT POLICIES

Criterion for Effective Policies: The district has written policies and administrative regulations that specifically address low-achieving and other at-risk students.

Data Sources: Superintendent Survey, Principal Survey (Table XXXIX), Initial Interviews, Document Analysis

Indicators	Washington County School District Data
The district philosophy statement includes:	
The belief that all students can learn and succeed	The majority of districts (54%) have a written philosophy stating the belief that all students can learn and succeed.
High academic and behavior expectations for all students	Less than half (46%) the district philosophy statements hold high expectations for all students, including those at risk.
The belief that low-achieving students can achieve at grade level within a specified time	One district (8%) philosophy statement states the belief that low-achieving students can achieve at grade level within a specific length of time.

TABLE LXIII

CHART ESSAY: EFFECTIVE DISTRICT POLICIES
(continued)

The belief that reading in the primary grades is key to preventing students becoming at risk	One district (8%) philosophy statement states the belief that reading in the primary grades is key to preventing students becoming at risk of school failure.
The district has written policies and regulations that:	
Advocate the earliest possible identification of and intervention for at-risk students	A few districts (23%) have policy advocating early identification of at-risk students and early intervention activities.
Requires student screening for identification of at-risk students at all grades	A few districts (23%) have policy requiring screening of students at all grades in order to identify those at risk or potentially at risk.
Establishes a district level coordinator for at-risk student programs	A few districts (23%) have policy establishing a district level coordinator for at-risk student programs.
Establishes a school level coordinator for at-risk student programs	One district (8%) has policy establishing school level coordinators for at-risk student programs.
Promotes or encourages staff development for teachers and administrators regarding programs for at-risk students	More than half (54%) the districts have policy promoting or encouraging staff development activities for teachers and administrators regarding at-risk students and programs.

TABLE LXIII

CHART ESSAY: EFFECTIVE DISTRICT POLICIES
(continued)

Provides district funded preschool programs for four year old students	No district (0%) has policy that provides for district funding of preschool programs for four year old students.
Provides full-day kindergarten programs for low-achieving or disadvantaged students	No district (0%) has policy that provides district funding of full-day kindergarten programs for low-achieving or disadvantaged students.
Supports the use of a wide variety of research based strategies and programs for at-risk students at all grades, both within and outside of the traditional classroom and school	Some districts (31%) have policy supporting the use of a wide variety of research based strategies and programs for at-risk students at all grades and in a variety of settings.
Encourages high levels of parent involvement	Some districts (46%) have policy encouraging high levels of parent involvement in all programs.
Requires on-going record keeping and regular evaluation of at-risk students and programs	One district (8%) has policy requiring regular record keeping and evaluation of at-risk students and programs.
Supports public agency staff house in district facilities in order to provide services to at-risk students or their families	A few districts (23%) have policy that supports housing other public agency staff in district facilities in order to provide that agency's services to at-risk students and their families.

TABLE LXIII

CHART ESSAY: EFFECTIVE DISTRICT POLICIES
(continued)

Provides for adequate fiscal support for student programs	The majority of superintendents believe few (10% or fewer) at-risk students receive inadequate instructional at-risk services due to a lack of resources. In the majority of schools, principals believe few elementary (10% or fewer), some middle (40% or fewer), and many high (66% or more) school at-risk students receive inadequate instructional services due to a lack of resources.

The criterion shown in Table LXIII regarding effective district policies for at-risk students is partially met by approximately half the districts. Written policies addressing low-achieving and other at-risk students are sparse and limited in their nature, scope and number.

CHAPTER SUMMARY

This chapter has presented a set of criteria and related indicators by which the data regarding programs and policies for at-risk students in Washington County school districts have been evaluated. Each criterion and the related indicators and data is presented specific to categories or types of programs and related policies for at-risk students. Evaluative statements based upon the data presented in Chapter IV are made regarding each criterion

and its indicators. The status of programs and policies for at-risk students in Washington County school districts is shown to vary. Some criteria are met by many or most districts while others are met by few or none. No criterion is fully met by all districts.

The evaluative statements regarding each criterion serve as information showing the extent to which programs and policies for at-risk students in Washington County school districts reflect the program characteristics the literature indicates are associated with effective programs and policies for such students. Chapter VI will draw together these results with those from Chapter IV in order to answer the study's questions and to provide recommendations to Washington County school district administrators and policy makers regarding programs and policies for at-risk students.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study has presented a picture of policies and programs for at-risk students in Washington County school districts. This chapter reviews the study's purpose, design and findings and presents conclusions and recommendations. In addition, implications regarding the implementation of the study's recommendations are examined and suggestions for future research are made.

REVIEW OF THE PROBLEM AND RESEARCH DESIGN

This study set out to develop recommendations useful to school administrators and policy makers regarding policies and programs for students at risk of school failure. To achieve this objective, a basic research problem was identified: to understand the degree to which policies and programs for at-risk students implemented in Washington County school districts correspond to criteria associated with effective practices as reported in the literature. The understanding called for by this problem has been achieved by developing a descriptive picture of policies and programs for at-risk students in Washington County school districts. To develop this picture, a basic

research question was addressed: what characteristics of policies and programs for at-risk students shown to be effective by the literature are reflected in the policies and programs implemented by Washington County school districts to identify, prevent and serve at-risk students? The study attempted to answer this question by collecting and analyzing data and by evaluating those data in light of the characteristics of effective programs and policies drawn from the literature. The research was guided by five specific questions:

1. What are the criteria used by Washington County school districts to identify at-risk students?

2. By what procedures and at what point in their schooling are at-risk students in Washington County identified and their educational needs assessed?

3. What educational policies and programs exist in Washington County to serve the needs of at-risk students and those potentially at risk?

4. How are the effects of those policies and programs measured?

5. To what extent do programs and policies for at-risk students in Washington County reflect the program characteristics the literature indicates are associated with effective programs and policies for at-risk students?

As these questions were answered, the descriptive picture of programs and policies for at-risk students emerged, addressing the study's basic research question and problem.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter IV presented and analyzed the data required to answer four of the research questions. Chapter V answered the final research question by evaluating the preceding data in light of criteria reflecting characteristics of programs and policies identified as effective with at-risk students by the literature. This chapter draws together the conclusions reached from the results shown in Chapters IV and V and offers recommendations to school district administrators and policy makers regarding at-risk student policies and programs.

At-risk Student Identification Programs

This section provides conclusions and recommendations pertaining to the research questions regarding at-risk student identification:

- What are the criteria used by Washington County school districts to identify at-risk students?
- By what procedures and at what point in their schooling are at-risk students in Washington County identified and their educational needs assessed?

In general, achievement scores, grades and teacher recommendations provide the criteria used by most Washington County school districts to identify at-risk students. Other commonly used criteria include attendance, truancy, and student drug and alcohol problems. The family or social background and personal problems of students are used as identification criteria less frequently. At-risk students are identified and their needs assessed at various points in their schooling. Some schools regularly screen students, but most do not. Most at-risk student identification occurs when a student is at or near crisis. Few schools regularly screen all students for at-risk factors at all grade levels.

Specific conclusions and recommendations are drawn from the data. Four effectiveness criteria derived from the research literature are discussed in light of the data gathered. Based on this analysis, six recommendations are offered to improve existing policies and practices associated with the identification of at-risk students.

Conclusions. The following summarizes conclusions related to specific criteria.

Criterion 1: Formal methods, procedures, and instruments are used to identify students at risk or potentially at risk at the elementary, middle and high school levels.

Nearly all schools minimally meet this criterion through the use of some formal method or practice to

identify at-risk or potentially at-risk students. A wide variety of at-risk student identification practices are used. However, few districts provide written policy supporting or giving direction to schools regarding at-risk student identification, resulting in a mix of practices.

Test scores, grades and teacher recommendations are shown in the literature to be effective identification practices and are commonly used in most Washington County schools. The use of parent recommendations, also shown to be an effective practice, is high at the elementary and middle school levels but low at the high school level. The literature also calls for screening all students using checklists or instruments in order to identify those at risk. Few schools screen all students and some screen only those referred by teachers or parents. About half of all schools use a formal checklist or instrument to help identify at-risk students. In some schools those instruments and checklists are the same as those used with special education student screening and identification. A variety of at-risk student identification practices exist at all grade levels but generally are neither consistent nor systematic.

Some at-risk students are identified and their needs assessed in all schools and at all grade levels. All schools are able to estimate the number of students identified as at risk. However, the estimated number of

identified at-risk students may not be accurate due to the wide variety of procedures used in some schools and minimal or lack of procedures in others.

Criterion 2: Identification criteria are diverse and varied and include family and social background, personal problems and school problems that may lead to students becoming at risk.

Most schools and districts do not fully meet this criterion. The use of test scores, grades and teacher recommendations to reflect school problems are shown in the literature as effective means of identifying at-risk students and are used in many schools in Washington County. Other school problems commonly used as identification criteria include attendance and truancy data. Personal problems related to drug and alcohol use are also used by some schools as criteria for identifying at-risk students. These methods of student identification form the basic components of an at-risk identification program or policy upon which a more comprehensive program and supportive policy can be built.

The literature indicates other personal problems such as self-esteem and running away and family or social background characteristics like language and socioeconomic status as factors providing valid criteria for identifying such students. These and other personal, family background and social background factors that could be used effectively

in at-risk student identification are not often used or supported by policy in Washington County school districts.

Criterion 3: Identified students are further evaluated using formal, validated instruments to diagnose academic, social or personal problems in order to prescribe appropriate interventions.

Most elementary and middle schools meet this criterion but fewer high schools do so. No district provides formal policy to support further evaluation, although approximately half the schools do provide some form of additional, formal evaluation in order to prescribe an appropriate intervention.

Criterion 4: Screening, identification, diagnosis and intervention prescription occur at the local school site involving local staff and parents.

Most schools meet this criterion, although no district policy is in place to support these activities. Off-site screening, identification, diagnosis and intervention prescription only occur when the need or required personnel are such that on-site procedures are not possible or practical.

Recommendations. These trends suggest the need for school districts to examine their policies and programs regarding the identification of at-risk students at all grade levels. Demographic information regarding current populations of at-risk student groups, as well as projected

enrollments, indicate continual growth in the numbers of at-risk students therefore increasing the need for effective at-risk student identification practices.

In order to more effectively identify at-risk students, it is recommended that school districts:

1. Formally identify the methods, procedures and instruments to be used to identify at-risk or potentially at-risk students in all elementary, middle and high schools. Methods, procedures and instruments should be based upon criteria for effective at-risk student identification. This should include the use of formal checklists or identification instruments in addition to those used for the identification of special education students. The use of such a consistent and research based set of methods, procedures and instruments across all a district's schools should improve the ability of the district to identify students at risk and to prescribe appropriate interventions.

2. Use at-risk student identification criteria that include school factors such as absenteeism, truancy and behavior; personal factors such as drug and alcohol problems, running away, and self esteem; and family or social background factors such as socioeconomic status, English as a second language and single family parent status in addition to the continued use of school factors reflected in grades, test results and teacher and parent referrals for at-risk student identification. The use of all possible

school, personal and family at-risk factors as identification criteria will result in a more complete screening of multiple risk factors and should improve each school's ability to identify and serve all at-risk students.

3. Only consider racial/ethnic status as it relates to socioeconomic or English as a second language factors when identifying at-risk students. Racial/ethnic status alone is not a factor related to students becoming at risk. While some racial or ethnic groups may tend to be more predominant in certain socioeconomic or language groups, it is the socioeconomic or English as a second language status that tends to be the associated at-risk factor, not membership in a racial or ethnic group. By making this distinction when identifying at-risk students, schools will reduce the possibility that students will be inaccurately labeled at risk due to their racial or ethnic status.

4. Develop procedures to regularly screen all students for at-risk factors at established points in their elementary, middle and high school careers, as well as upon teacher or parent referral. Students can become at risk at a variety of points in their elementary or secondary school career. Regular screening of all students should increase the likelihood that all at-risk students will be identified.

5. Develop formal procedures for the use of validated instruments to further evaluate those students identified as at risk. Such follow-up evaluation will enable schools to

better diagnose academic, social or personal problems and to prescribe appropriate interventions.

6. Identify the student's school site and local staff as the most appropriate setting and personnel for most at-risk student screening, identification, diagnosis and intervention prescription. Local school staff are more familiar with local students and their needs and, for that reason, are better able to apply their personal knowledge of students to the results of formal identification procedures when diagnosing needs and prescribing interventions.

Intervention Programs for At-risk Students

This section provides conclusions and recommendations pertaining to the study's research question regarding intervention and prevention programs:

• What educational policies and programs exist in Washington County to serve the needs of at-risk students and those potentially at-risk?

A variety and range of programs serving the needs of at-risk students exist in Washington County school districts. In some districts programs are more readily available than in others. Some districts provide few programs while others provide many. Programs for at-risk students are provided in regular classrooms, through special education programs, as total school efforts, in separate programs operating within a regular school, or in special

alternative programs operating outside the regular school. Most intervention programs are at the middle and high school levels with few specific programs at the elementary level. There is a lack of emphasis on at-risk student prevention in all districts. Few policies to guide and support at-risk student programs exist in Washington County school districts.

Specific conclusions and recommendations are drawn from the data. Eighteen criteria derived from the research literature are discussed in light of the data gathered. Based on this analysis, 24 recommendations are offered to improve existing policies and practices regarding prevention and intervention programs for at-risk students.

Conclusions: General Intervention. The following summarizes conclusions related to the specific criterion.

Criterion 5: At-risk students are placed in appropriate instructional programs according to identified needs.

This criterion is partially met in most districts. However, placement may not always be appropriately matched to student needs. The literature warns against placement of low-achieving or mildly handicapped students in special education pullout programs. Some at-risk students in Washington County are placed in special education programs, either with or without an individual education plan. The number of students placed in such programs are low to

moderate in most schools. Some at-risk students continue to be served only in the regular classroom setting without any intervention addressing their needs, again in low to moderate numbers in most schools. In most schools, a moderate number of at-risk students are placed in other special programs, such as special classes or guidance and counseling activities. In addition, a large number of Washington County students are placed in alternative or special programs designed to serve the needs of specific groups of at-risk students, most of whom are from the middle or high school levels. No formal policy specific to at-risk student intervention strategies exists in Washington County school districts.

School districts must examine their policies and programs regarding general intervention strategies in order to provide effective at-risk student intervention.

Conclusions: Ineffective Programs. The literature shows some intervention strategies commonly used with low-achieving or other at-risk students are ineffective and, in some cases, harmful. Effective at-risk student programs do not rely on retention at grade level and diagnostic-prescriptive pullout programs as means to improve student achievement.

Criterion 6: Retention at grade level is not used as an intervention with low-achieving students for the purpose

of improving achievement and is rarely used for other purposes.

This criterion appears to be met by nearly all schools. When retention at grade level does occur it involves very few students. Most schools do not often retain students. All districts have policy regarding student retention at grade level.

Criterion 7: Diagnostic-prescriptive pullout programs are not used with low-achieving students or those with mild learning handicaps for the purpose of improving achievement.

This criterion is partially met by most schools. Most schools do not place all low-achieving students in such programs but do place some in this manner. However, some schools place all or most of their low-achieving students in diagnostic-prescriptive special education or Chapter I programs for the purpose of improving achievement. Some policy exists regarding such programs but none is specific to the placement of at-risk students in those programs.

School districts must regularly examine their programs and policies regarding retention at grade level and the use of diagnostic-prescriptive pullout programs.

Conclusions: Prevention Programs. The literature identifies certain programs as effective in preventing students from becoming at risk.

Criterion 8: District operated preschool programs for four year old students exist, utilize an organized and planned curriculum and require parent involvement.

This criterion is not met. No district provides regular preschool programs for four year old students.

Criterion 9: All kindergarten programs maintain a high level of structure and organization evident in the use of specific materials, management plans, structured activities, and focus on reading and language skill development. Significant levels of parent involvement are evident.

This criterion is met by nearly all districts. Most characteristics of kindergarten programs identified as effective in preventing students becoming at risk are evident to a high degree in nearly all schools.

Criterion 10: The district provides opportunities for full-day kindergarten for low-achieving and disadvantaged students.

This criterion is not met by most districts. Some schools in some districts do provide full-day kindergarten for some students, however very few students are involved.

Criterion 11: One to one or small group tutorial reading programs are used with the 25% to 40% lowest achieving students in primary grades, especially first grade, with the intent of bringing those students up to grade level within a specified period of time. Tutorial

programs are implemented by certified teachers, trained paraprofessionals, adult volunteers or older students.

This criterion is partially met by nearly all elementary schools. The literature shows tutorial reading, especially one to one with low-achieving first grade students, to be effective in preventing those students from becoming at risk. Most schools provide tutorial reading but to relatively few low-achieving primary grade students. However, most schools do provide some sort of tutorial reading assistance to all first grade students in the lowest reading quartile. Few schools identify a timeline by which students are expected to achieve at grade level. Most tutoring is provided by certified teachers or trained paraprofessionals.

In general, an understanding of what constitutes at-risk prevention programs may not be clear to some educators. No policy specific to at-risk prevention seems to exist in Washington County school districts. School districts must identify and use research based policies and programs shown to be effective in preventing students from becoming at risk.

Conclusions: Classroom Change Programs. The literature identifies a number of classroom change programs shown to be effective with at-risk students when used by regular classroom teachers.

Criterion 12: Specific continuous progress programs for low-achieving students are used that include a well defined hierarchy of skills, instruction on a one to one or small group basis, levels testing, accurate record keeping and special procedures to help students failing mastery tests.

This criterion is partially met by some schools. In those schools using continuous progress programs few low-achieving students are involved. Those programs that do exist include some of the characteristics of effective continuous progress programs identified in the literature.

Criterion 13: Cooperative learning techniques are used regularly in math and reading instruction.

This criterion is partially met in nearly all schools. The literature shows cooperative learning to be an effective strategy for at-risk students when those students are included in mixed ability groups involved in cooperative learning activities. The data show nearly all elementary schools and nearly all elementary teachers use cooperative learning techniques regularly. Considerably fewer middle and high school teachers use cooperative learning activities. The data do not show, however, the fidelity of the use of this technique.

Criterion 14: Individualized reading and math programs characterized by one to one instruction using programmed materials, accurate record keeping and

structured, hierarchical sets of learning objectives are used with low-achieving students.

This criterion is minimally met by many schools. The literature shows individualized instruction to be effective with low-achieving and other at-risk students. In the majority of schools individualized reading and math programs exist, however few students are involved in such programs. Most programs that exist are reported to contain the characteristics shown to be effective with at-risk students. The data do not show, however, the fidelity of the use of this technique.

Criterion 15: Direct instruction methods that are academically focused, teacher directed in a structured but not authoritarian manner, and are characterized by clear goals, extensive content coverage, accurate monitoring of student performance, materials appropriate to student ability, with numerous opportunities for immediate academic feedback to students are used with low-achieving students, especially in reading and math.

This criterion is met by most schools. Many teachers regularly use direct instruction with reading and math groups that include low-achieving or other at-risk students.

Criterion 16: Attempts are made to match instructional methods, time frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students.

Few Washington County schools meet this criterion. The literature shows some positive effects on low-achieving and other at-risk students when their particular learning styles are identified and attempts are made to accommodate those learning styles. The data show that few teachers attempt this match, especially at the elementary and middle school levels.

In general, most Washington County school districts do not have policy related to classroom change programs. School districts must identify and use research based classroom change programs shown to be effective with at-risk students.

Conclusions: Remedial Programs. The literature shows some remedial programs to be effective in improving the academic achievement of some at-risk students.

Criterion 17: Remedial programs used with low-achieving students are tutorial in practice and use trained tutors, highly programmed materials and highly structured tutoring sessions in a one to one setting.

Most schools partially meet this criterion. In most elementary schools many low-achieving students receive remedial instruction but in most secondary schools few low-achieving students receive such instruction. Most remedial programs contain one or more of the characteristics of effective remedial programs, however most do not include the use of programmed materials or high structure.

Criterion 18: Computer-assisted instruction is used in a one to one tutorial manner for reading, math and language skills development.

This criterion is partially met by some Washington County schools. The literature shows some computer-assisted instruction programs to be effective remedial instruction tools for skill development with low-achieving students. In most schools, low numbers of Washington County students are involved with computer-assisted instruction.

In general, remedial instruction of some form is available to at-risk students in most Washington County schools. Some policy support of remedial programs exists but is not specific to at-risk students. School districts must identify and use remedial programs shown to be effective with at-risk students.

Conclusions: School Membership Programs. The literature describes the use of specific programs, activities and reward structures and the demonstration of specific teacher attitudes and beliefs as effective means to decrease at-risk student feelings of alienation from school and to promote feelings of belonging and school membership.

Criterion 19: Programs designed to promote student bonding with school are used at all grade levels as a means of increasing at-risk student participation, decreasing alienation, and promoting student feelings of school membership and belonging.

This criterion is minimally met in most Washington County schools, however some schools do not provide any such programs. Most school membership programs are designed for all students, including those at risk, and few target only at-risk students.

Criterion 20: School membership programs are characterized by positive teacher attitudes regarding the potential success of all low-achieving and other at-risk students, teaching practices that involve such students experientially, a diversified curriculum with objectives relevant to the needs of low-achieving students, fair and flexible discipline procedures, and evaluation and reward structures compatible with the interests and abilities of low-achieving and other at-risk students.

This criterion is partially met by most schools in some way, either through the use of specific school membership programs and practices or by high numbers of teachers exhibiting some attitudes, beliefs or practices that tend to increase student bonding with school. The number of schools with courses that have goals and objectives specific to the needs of at-risk students is low. At-risk students seem to experience discipline problems at a level somewhat greater than the total student body, reinforcing the need for fair and consistent discipline procedures.

In general, an understanding of what constitutes at-risk student school membership programs may be unclear to some educators. No written policy seems to exist in Washington County school districts addressing school membership programs. Approximately half the districts have written philosophy statements that speak to teacher beliefs and attitudes that have an effect on at-risk students. School districts must identify and implement programs and practices shown to be effective in decreasing at-risk student alienation and increasing at-risk student bonding and feelings of school membership.

Conclusions: Alternative and Other Special Programs. The literature supports the use of special or alternative programs for at-risk students that operate independent of the regular classroom or school and are located either within or outside the regular school or classroom. The literature identifies several characteristics of effective alternative or special programs.

Criterion 21: A variety of specific alternative programs are available to at-risk students and include stated goals and objectives designed to link schools to the values and experiences of students, promote student membership and bonding with school, enhance student self concept, establish a climate of trust and support, and focus on increasing student academic success in school. Programs are offered either within or outside of the regular school,

tend to be small, serving 250 students or fewer, and use teaching practices shown to be effective with at-risk students.

This criterion is met by less than half the Washington County school districts but programs provided are available to most at-risk students in most districts, either directly or on a tuition basis. Most programs serve high school students, fewer programs are available to at-risk middle school students and very few programs exist for at-risk elementary students. Many programs target specific at-risk student groups and are designed to help students stay in and complete school. Most programs contain one or more of the characteristics of effective alternative school programs and teaching practices shown to be effective with at-risk students. Over half the districts in Washington County have some written policy or philosophy statement regarding one or two specific alternative programs.

Criterion 22: Alternative or special programs offering opportunities for accelerated learning designed to bring low-achieving students up to grade level within a given time period are available.

Very few districts minimally meet this criterion. The literature shows emerging support for accelerated learning programs as effective with at-risk students. A few districts offer limited opportunities for accelerated learning either within regular school programs or in special

alternative programs. Most schools and districts offer no accelerated learning opportunities. Educators may not have a clear understanding of accelerated learning. No policies exist in Washington County school districts regarding accelerated learning.

School districts must identify, develop and implement research based alternative programs shown to be effective with specific at-risk student groups.

Recommendations. The trends addressed in the above sections suggest the need for school districts to examine and improve policies and programs regarding prevention and intervention programs for at-risk students.

General Intervention: In order to meet the variety and diversity of at-risk student needs at all grade levels, it is recommended that school districts:

7. Provide a variety of at-risk student intervention programs at the elementary, middle and high school levels.

8. Avoid placing low-achieving or other at-risk students in special education programs unless such placement is the most appropriate for some students.

Ineffective Programs: In order to avoid the use of ineffective programs with at-risk students, it is recommended that school districts:

9. Examine their current practices regarding the use of retention at grade level and diagnostic-prescriptive pullout programs as intervention strategies for

low-achieving students in order to ensure that these practices continue to be avoided as means to improve achievement.

Prevention Programs: In order to more effectively prevent students becoming at risk, it is recommended that school districts:

10. Develop programs designed to prevent students from becoming at risk of school failure that include an examination of the feasibility of providing preschool to potentially at-risk four year old students, expand the options for full-day kindergarten to all low-achieving and disadvantaged students, provide tutorial reading to all low-achieving primary grade students, and provide one to one tutorial reading to all first grade students in the lowest reading quartile.

11. Train and utilize adult volunteers and older students to supplement tutorial reading programs provided through certified teachers and paraprofessionals.

12. Regularly examine existing kindergarten and primary grade programs and ensure the use of specific materials, management plans, and structured activities emphasizing reading and language skill development.

13. Encourage the increased involvement of kindergarten and primary grade parents in the classroom, especially those parents of at-risk or potentially at-risk students.

Classroom Change Programs: In order to effectively provide a variety of strategies and programs intended to serve the identified learning needs of specific at-risk students, it is recommended that school districts:

14. Identify and use specific continuous progress programs with low-achieving students in regular classroom settings as well as in special classrooms and programs. Continuous progress programs should include levels testing, accurate record keeping and additional help to students not passing mastery tests.

15. Provide staff development regarding the use of cooperative learning techniques, especially to middle and high school teachers, and encourage teachers to regularly use cooperative learning activities with groups that include low-achieving and other at-risk students.

16. Identify and use individualized math and reading programs with low-achieving students in regular classroom settings as well as in special classrooms and programs. Programs should include programmed materials, accurate record keeping and structured, hierarchical learning objectives.

17. Provide staff development for all teachers regarding the effective use of direct instruction techniques and encourage teachers to regularly use direct instruction with groups that include low-achieving and other at-risk students.

18. Provide staff development for all teachers regarding techniques and skills necessary to identify and provide instructional programs for low-achieving and other at-risk students that achieve a balance between the use of continuous progress, cooperative learning, individualized instruction and direct instruction programs in proportion to the identified needs of specific at-risk students and groups.

19. Provide staff development for all teachers regarding the identification of student learning styles as well as methods to match those learning styles with classroom environments, time frames and programs.

Remedial Programs: In order to provide a more effective use of remedial instruction with at-risk students, it is recommended that school districts:

20. Examine all remedial programs used with low-achieving and other at-risk students and ensure those in use are presented by certified teachers or trained paraprofessionals, use small group or one to one instruction, use programmed materials, and contain high structure.

21. Expand the use of microcomputers as remedial instruction tools. Identify, evaluate and use computer software designed to provide reading, math and language skill development to low-achieving students.

School Membership Programs: In order to more effectively develop at-risk student bonding with school and increase feelings of school membership, it is recommended that school districts:

22. Encourage individual schools to develop and use more specific motivational programs, incentives and reward structures targeting low-achieving and other at-risk students.

23. Encourage and reinforce the belief that all at-risk students can learn and succeed.

24. Provide staff development for all teachers regarding the use of experiential learning activities with at-risk students and encourage the regular use of such activities in regular and special classrooms and programs.

25. Develop course goals and objectives specific to at-risk students in all subject areas.

26. Examine the level of discipline referrals for at-risk students in each school and develop procedures to ensure fair and equitable discipline of all students, including those at-risk.

Alternative and Other Special Programs: In order to effectively meet the diverse needs of at-risk students of all ages, it is recommended that school districts:

27. Provide access to a variety of special or alternative programs designed for specific at-risk student groups for all students identified as in need of such

programs. Access should be provided through the development of district operated programs, regionally operated programs, and the tuitioning of students into programs operated by other districts or agencies.

28. Provide staff development for all teachers involved in special or alternative programs regarding the characteristics of effective alternative programs, especially those teaching practices shown to be effective with at-risk students.

29. Examine the need for additional special or alternative programs, especially at the middle and elementary school levels.

30. Develop and implement accelerated learning strategies in regular and alternative school settings and examine the feasibility of developing local and/or regional accelerated schools.

At-risk Student and Program Evaluation

This section provides conclusions and recommendations pertaining to the research question regarding the evaluation of at-risk students and programs for at-risk students:

• How are the effects of policies and programs measured?

Findings related to the evaluation of at-risk students and programs appear in Chapter IV but are not directly compared to a specific criteria for effective programs.

Conclusions. Evaluation of at-risk students and programs is important for program improvement. Washington County school districts provide little formal evaluation of at-risk student progress and achievement outside of the evaluation done with all students. Less than half the special or alternative programs reviewed use some form of evaluation in order to determine the effectiveness of those programs and to collect information that may lead to program improvement. The use of informal procedures, such as teacher opinion and observation, to evaluate at-risk students and programs appears to be far more prevalent than the use of formal measures. One district has formal policy requiring at-risk student program evaluation.

School districts must develop and implement effective at-risk program evaluation policies and practices in order to provide continued program improvement.

Recommendations. In order to effectively evaluate at-risk student progress and to effectively evaluate at-risk student programs, it is recommended that school districts:

31. Develop specific procedures for evaluating the academic, social and personal progress and achievement of at-risk students in order to address the identified needs of these students.

32. Develop procedures for required, formal program evaluation of all special and alternative programs designed for at-risk students. Programs operating both within and

outside of the regular school should be evaluated on a regular basis using formal program evaluation methods.

Resources

This section does not address a specific research question but does provide conclusions and a recommendation regarding the adequacy of available resources for at-risk student programs. Findings related to resources appear in Chapter IV, but are not directly compared to a specific criterion. This section does not address a specific research question. Data were collected and included due to the high number of comments regarding inadequate resources received during initial interviews.

Conclusions. Most superintendents and principals believe their districts are unable to adequately serve at-risk students due to a lack of resources. Estimates of the number of at-risk students either not adequately served or not served at all due to a lack of resources range from a few to over half or more in some schools.

Recommendation. In order to provide adequate resources for at-risk student programs, it is recommended that school districts:

33. Examine and prioritize at-risk program needs and available resources in order to fully support high priority programs for all at-risk students, and, where feasible, reallocate existing resources to provide such support.

Program Coordination

This section does not address a specific research question but does provide conclusions and recommendations regarding the coordination of at-risk student programs. Findings related to program coordination appear in Chapter IV but are not directly compared to a specific criterion. This section does not address a specific research question and is included due to the diversity of at-risk student needs and variety of programs required to meet those needs.

Conclusions. Coordination of programs for at-risk students varies at the district and school levels. Few districts have identified program coordinators. Most middle and elementary schools have an identified building coordinator for such programs but few high schools do so. In nearly all cases, those identified as a district or school coordinator for at-risk programs hold other major responsibilities and duties. Coordination of at-risk programs between districts and other agencies also varies. A few districts house some staff from other agencies serving at-risk students in their facilities. Some policy regarding coordination of at-risk programs exists in some districts. School districts must examine and implement effective coordination of at-risk student programs.

Recommendations. In order to provide effective coordination of at-risk student programs at the school and district levels, it is recommended that school districts:

34. Evaluate the coordination of programs for at-risk students at the district and school levels in order to develop effective coordination practices.

35. Evaluate the desirability of housing agency staff serving at-risk students and their families in district facilities in order to improve coordination of services with those agencies.

Policy Support

This section provides conclusions and recommendations pertaining to the research question regarding the availability of policies that support programs for at-risk students in Washington County school districts:

• What educational policies and programs exist in Washington County to serve the needs of at-risk students and those potentially at risk?

This question was addressed in the previous section with a focus on programs for at-risk students. This section addresses the question with a focus on policies that support those programs.

Conclusions. The following summarizes conclusions related the specific criterion.

Criterion 23: The district has written policies and administrative regulations that specifically address low-achieving and other at-risk students.

Very few Washington County school districts fully meet this criterion. Some districts have policies regarding some at-risk students and programs. One or more policy or philosophy statement exists in seven districts and are usually either of a general nature and address all students or are specific to a particular at-risk program or group. Most of the specific policies aimed at at-risk student programs address middle or high school students. Few districts have policy that directly addresses at-risk student identification, prevention, intervention programs, evaluation, coordination or funding.

Earlier in this study (Chapter I) formal policies were defined as written plans or principles to be followed in order to achieve goals (Webster's New World Dictionary, 1983) and as conscious efforts to regulate, set courses of action, exert influence or to encourage behaviors in order to achieve desired outcomes (Mitchell, 1984; Stone, 1988). Informal policies were defined as those practices implemented with an organization's constituency in a way that causes those practices to have the effect of policy in regard to outcomes (Lipsky, 1980). This study has identified a number of programs for at-risk students implemented by Washington County school districts to varying degrees and with varying numbers of students but, in most cases, without the support of formal, written policies at the school district level. The practices related to those

programs have become, in essence, the policy of the various districts in which they are implemented. However, without the support of written, formal policies those informal policies are subject to change at the whim of those implementing such programs and are more apt to be changed or eliminated as funding and resources become less available. The data from Washington County school districts show a need for formal policies to support programs for at-risk students.

The desired outcome of policies for at-risk students and programs is the implementation of effective programs for at-risk student identification, prevention, intervention, and evaluation. Criteria for effective programs in these areas have been identified in this study and used to evaluate the data regarding programs and policies for at-risk students in Washington County school districts. These criteria form the basis upon which effective programs and policies can be built. This study has provided recommendations for improved programs based upon the evaluation of Washington County school data in light of these criteria. If implemented, these recommendations could improve the effectiveness of programs for at-risk students, even without the support of formal policy. However, if a more stable, consistent and effective set of programs for at-risk students is desired then formal, written policies must be developed by school districts.

Recommendations. The descriptive picture of programs and policies and the related recommendations presented in this study hold implications for the development of formal policies to support programs for at-risk students. In order to effectively support programs for at-risk students, it is recommended that school districts develop, adopt and implement policies that:

36. Include a philosophy statement that promotes the belief that all at-risk students can learn and succeed; holds high academic and behavior expectations for all at-risk students; expresses the belief that low-achieving students can achieve at grade level within a specified time; expresses the belief that reading in the primary grades is key to preventing students from becoming at risk; and advocates and establishes the earliest possible identification of and intervention for at-risk students at all grade levels and in a variety of ways.

37. Require student screening at all grade levels for the identification of at-risk students and require further evaluation using validated instruments once students are identified as at-risk in order to provide the earliest and most appropriate intervention program.

38. Require that at-risk student identification, diagnosis and program prescription occur at the school site using local staff and parents whenever appropriate.

39. Require regular evaluation of the use of student retention at grade level and diagnostic-prescriptive pullout programs and restrict or prohibit the use of such programs as interventions with low-achieving and other at-risk students.

40. Implement four year old preschool and full-day kindergarten programs for at-risk, potentially at-risk and disadvantaged students.

41. Require reading tutorial programs for low-achieving primary students, especially first grade students in the lowest reading quartile.

42. Provide staff development for all teachers regarding effective classroom change programs and the balanced use of such programs with low-achieving and other at-risk students.

43. Provide support for effective remedial programs through the development and training of certified teachers, paraprofessionals and volunteers.

44. Provide support for the acquisition of effective software for the use of computer-assisted instruction as a remedial program with at-risk students in the areas of reading, math and language skill development.

45. Provide staff development for all teachers regarding programs and teacher attitudes, beliefs and practices found to be effective in promoting feelings of school membership among at-risk students.

46. Support and promote the use of a wide variety of research based programs and strategies for at-risk students at all grades, both within and outside of the traditional classroom, and including alternative and accelerated schools and programs.

47. Establish district and school level coordinators for at-risk student programs.

48. Encourage high levels of parent involvement at all grade levels, especially in programs for at-risk students.

49. Require regular record keeping and evaluation of at-risk students and programs.

50. Support public agency staff being housed in district facilities in order to provide service to at-risk students and their families at the school site.

51. Provide adequate fiscal support to meet the needs of all at-risk students and programs.

52. Promote and support the development of consortia or other shared arrangements to improve and expand programs for at-risk students on a regional or countywide basis.

Program and Policy Effectiveness

This section provides conclusions regarding the research question pertaining to program and policy effectiveness:

• To what extent do policies and programs for at-risk students in Washington County reflect the program characteristics the literature indicates are associated with effective programs and policies for at-risk students?

The answer to this question is developed in Chapter V and in the preceding sections of this chapter providing conclusions regarding the comparison of the data to criteria for effective programs and policies developed from the literature (Appendix A). Most schools and districts meet 8 of the 23 criteria for effective policies and programs. Most schools and districts meet 2 of 4 at-risk student identification criteria, both criteria related to the use of ineffective programs, 1 of 4 at-risk prevention criteria, and 3 of 12 criteria regarding programs that serve identified at-risk students. The remaining 15 criteria are either met by some schools and districts and not others, partially met by some or all schools and districts, or met by few or no schools and districts. Few districts even partially meet criteria regarding general intervention strategies and policies that support programs for at-risk students.

IMPLICATIONS FOR IMPLEMENTING RECOMMENDATIONS

Washington County school districts lose over 1,000 students each year to dropout. Uncounted others graduate

with insufficient skills to function effectively as adults. The factors and conditions that cause students to become at risk of school failure are diverse, occur both in and out of school and can occur at various times in the student's elementary or secondary school career. The recommendations presented in this study are focused on local school district policies and programs aimed at serving such students at all grade levels.

This study has provided 52 specific program and policy recommendations. Ideally, individual school districts should examine those recommendations and prioritize them according to their own needs. School districts should also examine their existing policies and programs against the criteria presented in this study and implement any needed changes that go beyond the recommendations of the study. The criteria for effective programs and policies and related recommendations are intended to be used by school district administrators and policy makers in such a manner. However, some further suggestions regarding the implementation of the study's recommendations are necessary.

The 52 recommendations are based upon the evaluation of the study's data in light of the 23 specific criteria for effective policies and programs. Some criteria and recommendations are more basic to an effective set of policies and programs than others and should be given a higher priority by school districts. The need for early and

timely identification of at-risk students, accurate placement of those students in appropriate interventions, the development of strong prevention programs, the development of additional elementary interventions, and the development of formal procedures for evaluating programs are essential to the overall effectiveness of a district's at-risk program and should receive a high priority.

High priority must be given to developing policies that define, support and implement programs for at-risk students in order to provide the framework and guidelines needed for a stable and effective district response to the problem of service to at-risk students. This study indicates most Washington County school districts should place high priority on these areas. Washington County school districts can achieve an effective set of programs and policies for at-risk students if a high priority is placed on the study's recommendations regarding the development of at-risk student identification procedures and instruments; the implementation of preschool, full-day kindergarten and reading tutorial prevention programs; the implementation of appropriate placements in regular classrooms, special education and other special or alternative programs according to student needs; the development of further elementary intervention programs; the development of at-risk student and program evaluation procedures; and the development of appropriate policies.

In addition to establishing and examining priorities, districts should exercise some caution in implementing the study's recommendations. In some districts, implementing one recommendation may have an effect on another. For example, implementing a preschool for four year old students may adversely affect the current kindergarten curriculum; providing more effective at-risk identification may overcrowd existing programs; providing more prevention programs may ultimately reduce the need for some intervention programs; providing more appropriate interventions at some levels may affect class size in regular or special education classrooms; and finally, reducing the number of dropouts will impact all of a district's programs by increasing enrollment. Administrators and policy makers must examine these and other possible conflicts or effects as they implement this study's recommendations.

School district administrators and policy makers must also be aware of the impact of national and state policy and legislation on local school districts as they set about to improve local policies and programs. Schorr (1988) contends the incidence of risk for high risk students can be reduced by national policy providing support and services to high risk families. Undoubtedly, strong national and state policy in the areas of crime, education, poverty, nutrition and health would be of benefit to local school districts

attempting to provide local policy and program support for at-risk students. However, national and state policy is often not interpreted and implemented at local levels in the ways intended by those policy makers (Darling-Hammond, 1990; Lipsky, 1980).

Policy generated by a variety of school reform reports in the early and mid 1980s did not generally increase the effectiveness of local school districts (Futrell, 1988; Gutherie, 1986). Similar reform policy in Oregon has not reduced the state's dropout rate. Cohen and Ball (1990a) review research reporting that the effect of state and federal policy on practice at the local level has been weak and inconsistent. Cohen and Ball (1990b) also report the results of five case studies involving the teacher's role in implementing state policy regarding math curriculum in California. They conclude, "The central ideas of the current movement [policy] to improve mathematics instruction seems particularly open to multiple interpretations" (p. 249). Sykes (1990), reporting on the same studies, reached similar conclusions regarding policy implementation.

Lasting, effective and meaningful change takes time. It may be too soon to judge the impact of education reform legislation and policy on at-risk students. Perhaps the incidence of dropout would be higher without such policy. The impact of the reform legislation and policy on at-risk students at the local school district level should be a

topic for further research. Darling-Hammond (1990) contends policy development and implementation can be improved by paying attention to practice and practitioners. This study has examined policy and practice at the local district and school levels in order to achieve its purpose. This study has not examined nor does it make recommendations regarding national or state policy. The study makes recommendations to local policy makers regarding local policies and programs.

SUGGESTIONS FOR FUTURE RESEARCH

This study has developed a broad picture of programs and policies for at-risk students in Washington County school districts. It has looked closely at at-risk student identification, prevention and intervention. Each of these areas alone should be the topic of further research. The study has also briefly looked at the evaluation of at-risk students and programs, the adequacy of resources for such programs, and program coordination. These areas should also be the focus of further study. Several questions related to policy and programs for at-risk students were not addressed by this study and should be examined in future research:

1. Why do school districts lack supportive policy for at-risk students and programs?

2. How are national or state statutes and policy interpreted and implemented by school districts?

3. What effect has a state policy, such as Oregon's Student Retention Initiative, had on the dropout rate?

4. How widespread among educators is the attitude or belief that at-risk students are the responsibility of someone else?

5. What other attitudes and beliefs do educators hold that may undermine services to at-risk students?

6. What proportion of school district budgets are directed toward programs for at-risk students and how are such proportions determined?

7. Why are resources for at-risk students perceived as inadequate by some school administrators and teachers?

8. Why is the problem of at-risk students often a lower priority for some educators than other school issues?

9. What are the effects and consequences for students, teachers and administrators of current policies implemented to serve at-risk students?

These questions appear to warrant further research and discussion in order to provide educators with a broader knowledge base regarding the challenges of providing services to at-risk students and an understanding of that knowledge base to enable them to make decisions that may improve opportunities for success for all students.

CHAPTER SUMMARY

This chapter has presented conclusions and recommendations for improved policy and programs for at-risk students based upon an examination and evaluation of the data presented in previous chapters. In doing so, this chapter has provided answers to the five specific research questions guiding the collection and analysis of data in this study.

This study's purpose was to develop recommendations useful to school administrators and policy makers regarding policies and programs aimed at serving students at risk of school failure. In order to achieve this purpose, Chapter VI has reviewed the evaluation of the data regarding policies and programs for at-risk students in Washington County school districts and from that evaluation has provided recommendations regarding at-risk student identification, ineffective programs, prevention and intervention programs, at-risk student and program evaluation, adequacy of resources, program coordination practices and policy development. These recommendations should prove useful to school district administrators and policy makers as they seek to improve programs and to implement supportive policies for at-risk students.

Effective programs for at-risk students do exist in Washington County school districts. A number of excellent

examples were found during the course of this study. Teachers and administrators, often working with limited resources, are providing programs that identify, prevent and serve at-risk students both within and outside regular school settings. However, these programs serve too few students, especially certain at-risk groups and certain grade levels, and are often not available in all districts or schools. Policy to support at-risk student programs is sparse and, in some districts, does not exist at all. What does exist in Washington County school districts is the skeletal framework for what could be a comprehensive and effective set of programs for at-risk students at all grade levels.

Each district and school must examine what they now do to identify, prevent, serve and evaluate at-risk students. They must identify gaps in their programs and fill those gaps in ways that lead to a balanced set of activities offered in a wide variety of programs in order to meet the diverse needs of all at-risk students. Each district and school must examine its at-risk program needs, prioritize those needs and develop the policy, resources and time frames through which those needs can be met. It is hoped that the descriptive picture of at-risk student programs in Washington County school districts and the resulting recommendations provided by this study will prove useful to

school districts as they set about to improve policies and programs for at-risk students.

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APPENDIX A

CRITERIA: EFFECTIVE PROGRAMS AND POLICIES FOR AT-RISK STUDENTS

The following set of criteria has been developed from the literature review appearing in Chapter II. These criteria are used to analyze and evaluate programs and policies for at-risk students.

At-Risk Student Identification

Formal methods, procedures and instruments are used regularly to identify students at risk or potentially at risk at the elementary, middle and high school levels.

Identification criteria are diverse and varied and include family and social background, personal problems, and school problem factors that may lead to students becoming at risk.

Identified students are further evaluated using formal, validated instruments to diagnose academic, social, or personal problems in order to prescribe appropriate interventions.

Screening, identification, diagnosis and intervention prescription occur at the local school site involving local staff and parents.

General Intervention Strategies

At-risk students are placed in appropriate instructional programs according to identified needs.

Ineffective Programs

Retention at grade level is not used as an intervention with low-achieving students for the purpose of improving achievement and is rarely used for other purposes.

Diagnostic/prescriptive pullout programs are not used with low-achieving students or those with mild learning handicaps for the purpose of improving achievement.

Effective Prevention Programs

District operated preschool programs for four year old students exist, utilize an organized and planned curriculum and require parent involvement.

All kindergarten programs maintain a high level of structure and organization evident in the use of specific materials, management plans, and structured activities and focus on reading and language skill development. Significant levels of parent involvement are evident.

The district provides opportunities for full-day kindergarten for low-achieving and disadvantaged students.

One to one or small group tutorial reading programs are used with the 25% to 40% lowest achieving students in primary grades, especially first grade, with the intent of bringing those students up to grade level within a specified period of time. Tutorial programs are implemented by certified teachers, trained paraprofessionals, adult volunteers or older students.

Effective Classroom Change Programs

Specific continuous progress programs for low-achieving students are used that include a well defined hierarchy of skills, instruction on a one to one or small group basis, levels testing, accurate record keeping, and special procedures to help students failing mastery tests.

Cooperative learning techniques are used regularly in math and reading instruction.

Individualized reading and math programs characterized by one to one instruction using programmed materials, accurate record keeping, and structured, hierarchical sets of learning objectives are used with low-achieving students.

Direct instruction methods that are academically focused, teacher directed in a structured but not authoritarian manner, and are characterized by clear goals, extensive content coverage, accurate monitoring of student performance, materials appropriate to student ability, with numerous opportunities for student correct responses and immediate academic feedback to students are used with low-achieving students, especially in reading and math.

Attempts are made to match instructional methods, time frames and classroom environments with the needs and learning styles of low-achieving students.

Effective Remedial Instruction

Remedial programs used with low-achieving students are tutorial in practice, and use trained tutors, highly programmed materials and highly structured tutoring sessions in a one to one setting.

Computer-assisted instruction is used in a one to one tutorial manner for reading, math and language skill development.

Effective School Membership Programs

Programs designed to promote student bonding with school are used at all grade levels as a means of increasing at-risk student participation, decreasing alienation and promoting student feelings of school membership and belonging.

School membership programs are characterized by positive teacher attitudes regarding the potential success of all low-achieving and other at-risk students, teaching practices that involve such students experientially, a diversified curriculum with objectives relevant to the needs of low-achieving and other at-risk students, fair and flexible discipline procedures, and evaluation and reward structures compatible with the interests and abilities of low-achieving and other at-risk students.

Effective Alternative Programs

A variety of specific alternative programs are available to at-risk students and include stated goals and activities designed to link school closely to the values and experiences of students, promote student membership and bonding with school, enhance student self concept, establish a climate of trust and support, and focus on increasing student academic success in school. Programs are offered either within or outside the regular school, tend to be small, serving 250 students or fewer, and use teaching practices shown to be effective with at-risk students.

Alternative or special programs offering opportunities for accelerated learning designed to bring low-achieving students up to grade level within a given time period are available.

Policy Implications

The characteristics of effective programs for at-risk students drawn from the literature hold policy implications that may be used as criteria in assessing district policies regarding at-risk student programs and practices.

The district maintains a written philosophy that includes:

1. The belief that all students can learn.

2. The belief that teachers must hold high and appropriate academic and behavior expectations for all students.

3. The belief that low-achieving students can achieve at grade level within a stated period of time.

4. The belief that reading at the primary grades is key to preventing students becoming at risk of school failure.

The district maintains policies:

Advocating the earliest possible identification of and program intervention for at-risk students that occurs at the school site.

Requiring regular student screening for the identification of at-risk students at all grades.

Supporting the need for the district and school coordination of programs for at-risk students.

Encouraging staff development activities for teachers regarding the identification of and intervention programs for at-risk students.

Supporting early childhood education for four and five year old students, especially those who are low achieving or disadvantaged.

Supporting the use of a wide variety of research based intervention strategies and programs for at-risk students at all grade levels both within and outside of the regular classroom and traditional school.

Encouraging high levels of parent involvement.

Requiring on-going record keeping and regular evaluation of at-risk students and programs.

Supporting the housing of public agency staff in district facilities in order to provide services to at-risk students or their families.

Providing adequate fiscal support for at-risk student programs.

APPENDIX B

PROGRAMS FOR AT-RISK STUDENTS: INTERVIEW QUESTIONS

PROGRAMS FOR AT-RISK STUDENTS

INTERVIEW QUESTIONS

Name:
Date:
Location (School/District):

1. Does this district have an identified coordinator of programs for at-risk students?
   Name:
   Title:

2. Does this district have identified building level coordinators of programs for at-risk students?
   Elementary Schools:
   Name(s)
   Title:
   Middle Schools:
   Name(s)
   Title:
   High Schools:
   Name(s):
   Title:
   Other Schools or Alternative Programs:
   Name(s):
   Title:

3. Does this district have written policies for at-risk students?
   District Philosophy?
   Student Identification?
   Student Programs?
   Student Evaluation?
   Where can copies of such policies be obtained?

4. What formal procedures are in place in this district to identify at-risk students?

   What criteria exist for at-risk student identification?
   Elementary:

   Middle School:

   High School:

   Using these criteria, how are students identified as at-risk of school failure?
   Where can copies of such criteria be obtained?

5. What formal programs are used in this district to prevent students from becoming at-risk of school failure?
   Elementary:

   Middle School:

   High School:

   Where can copies or descriptions of such preventative programs be obtained?

   How are Students placed in these programs?
   Elementary:

   Middle School:

   High School:

   How many students are currently placed in preventative programs?
   Elementary:
   Middle School:
   High school:

6. What formal programs are used in this district to serve the needs of students identified as at-risk of school failure?
   Elementary:

   Middle School:

   High School:

   Where can copies or descriptions of such programs be obtained?

   How are Students placed in these programs?
   Elementary:

   Middle School:

   High School:

   How many students are currently placed in these programs?
   Elementary:
   Middle School:
   High School:

7. How are students currently involved in at-risk programs evaluated?
   Elementary:

   Middle School:

   High School:

8. How are programs for at-risk students evaluated?
   Elementary:

   Middle School:

   High School:

9. How are programs for at-risk students coordinated within this district?

10. How are programs for at-risk students in this district coordinated with programs in other districts? With programs provided by social service agencies serving at-risk students and their families?

11. What other activities occur in this district to serve the needs of at-risk students?

12. Do you have any further comments?

APPENDIX C

SUPERINTENDENT SURVEYS

SUPERINTENDENT SURVEY
Districts Under 3000 ADM
N=8

1. District size, September 1990 ADM varied 220-2100

2. District type:

   3 Unified K-12
   5 Elementary K-6
   ___ Elementary K-8
   ___ Union H.S. 7-12
   ___ Union H.S. 9-12

3. Does your district operate alternative school programs for low achieving, disadvantaged, or at-risk students?

   2 Yes 6 No

   If yes, please check all that apply.

   ___ Elementary
   1 Middle School
   1 High School
   ___ Evening program
   ___ Day program
   ___ Teen parents
   1 Substance abusers
   ___ Accelerated programs
   1 Credit deficient students
   ___ English as a Second Language
   ___ Vocational/Technical
   ___ Separate school within a school
   ___ Separate facility
   ___ Other (Please list

4. Does your district fund the attendance of low achieving, disadvantaged, or at-risk students at an alternative school program operated by another school district or agency?

   3 Yes 5 No

   If yes, please check all that apply.

   ___ Elementary
   2 Middle School
   1 High School
   1 Evening program
   1 Day program
   1 Teen parents
   ___ Substance abusers
   ___ Accelerated programs
   1 Credit deficient students
   ___ English as a Second Language
   ___ Vocational/Technical
   ___ Separate school within a school
   ___ Separate facility
   ___ Other (Please list

   Are the programs operated by: (check all that apply)

   2 Another school district in the same county
   ___ Another school district outside the county
   1 The county ESD
   ___ An ESD in another county
   ___ A state agency
   ___ A private agency

5. Does your district have written philosophy statements that speak to at-risk students?

__3__ Yes __5__ no

If yes, does the philosophy statement(s) include or encourage: (check all that apply)

__3__ The belief that all students can learn and succeed.
__2__ High expectations for student achievement and behavior.
____ The belief that low achieving students can achieve at grade level within a specified time frame.
____ The belief that teaching reading at the primary grades is key to preventing students becoming at-risk of future school failure.

6. The district has written policies or administrative regulations that: (check all that apply)

__1__ Advocate the earliest possible identification of and intervention for at-risk students at: ____ the local school site. ____ at a site away from the local school.
__2__ Require student screening for the identification of at-risk students at all grade levels
__1__ Establish a district level coordinator (full or part-time) for at-risk student programs.
____ Establish a school level coordinator (full or part-time) for at-risk student programs.
__3__ Promote staff development for teachers and administrators regarding programs for at-risk students.
____ Provide for publicly funded pre-school programs for four year old students.
____ Provide an opportunity for full day kindergarten for low-achieving or disadvantaged students.
__2__ Support the use of a variety of research-based strategies and programs for at-risk students at all grade levels, both within and outside of the traditional school.
__3__ Encourage high levels of parent involvement.
____ Require regular evaluation and record keeping for at-risk students and programs.

7. What is your estimate of the percent of unserved low-achieving and at-risk students (all grades) receiving no special or additional instructional services due to a lack of resources (time, funds, staff, training, etc.)?

NR=2

__5__ 0 - 10%
__1__ 11 - 20%
____ 21 - 30%
____ 31 - 40%
__1__ 41 - 50%
__1__ 0%

8. Are public agency staff housed in any district facilities in order to provide services to at-risk students or their families?

__1__ Yes __6__ No

If yes, please check all that apply:

Location(s):	Agencies: (Please list)
_____ Central office	_____
_____ Alternative school	_____
_____ Elementary school	_____
_____ Middle School	_____
__1__ High School	_____

9. In your opinion, what cooperative programs involving county school districts, the ESD, and other agencies should be developed to serve at-risk students?

10. Comments:

Please return by November 7, 1990 to: John Young
Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

If you wish to receive a copy of the results of this survey, please indicate your name and address.

SUPERINTENDENT SURVEY
Districts Over 3000 ADM
N=5

1. District size, September 1990 ADM varied 4,200-24,000

2. District type:

3	Unified K-12
1	Elementary K-8
	Elementary K-8
1	Union H.S. 7-12
	Union H.S. 9-12

3. Does your district operate alternative school programs for low achieving, disadvantaged, or at-risk students?

4 Yes 1 No

If yes, please check all that apply.

2	Elementary
3	Middle School
5	High School
3	Evening program
4	Day program
4	Teen parents
2	Substance abusers
3	Accelerated programs
3	Credit deficient students
4	English as a Second Language
1	Vocational/Technical
2	Separate school within a school
3	Separate facility
1	Other (Please list Remedial Classroom

4. Does your district fund the attendance of low achieving, disadvantaged, or at-risk students at an alternative school program operated by another school district or agency?

3 Yes 2 No

If yes, please check all that apply.

3	Elementary
3	Middle School
3	High School
2	Evening program
3	Day program
1	Teen parents
	Substance abusers
	Accelerated programs
	Credit deficient students
1	English as a Second Language
	Vocational/Technical
1	Separate school within a school
1	Separate facility
2	Other (Please list Community College, Mental Health Agency

Are the programs operated by: (check all that apply)

2	Another school district in the same county
1	Another school district outside the county
1	The county ESD
2	An ESD in another county
2	A state agency
1	A private agency

5. Does your district have written philosophy statements that speak to at-risk students?

   4 Yes 1 no

   If yes, does the philosophy statement(s) include or encourage: (check all that apply)

   4 The belief that all students can learn and succeed.
   4 High expectations for student achievement and behavior.
   1 The belief that low achieving students can achieve at grade level within a specified time frame.
   1 The belief that teaching reading at the primary grades is key to preventing students becoming at-risk of future school failure.

6. The district has written policies or administrative regulations that: (check all that apply)

   2 Advocate the earliest possible identification of and intervention for at-risk students at: _____ the local school site. _____ at a site away from the local school.
   1 Require student screening for the identification of at-risk students at all grade levels
   2 Establish a district level coordinator (full or part-time) for at-risk student programs.
   1 Establish a school level coordinator (full or part-time) for at-risk student programs.
   4 Promote staff development for teachers and administrators regarding programs for at-risk students.
   _____ Provide for publicly funded pre-school programs for four year old students.
   _____ Provide an opportunity for full day kindergarten for low-achieving or disadvantaged students.
   2 Support the use of a variety of research-based strategies and programs for at-risk students at all grade levels, both within and outside of the traditional school.
   3 Encourage high levels of parent involvement.
   1 Require regular evaluation and record keeping for at-risk students and programs.

7. What is your estimate of the percent of unserved low-achieving and at-risk students (all grades) receiving no special or additional instructional services due to a lack of resources (time, funds, staff, training, etc.)?

   1 0 - 10%
   1 11 - 20%
   _____ 21 - 30%
   _____ 31 - 40%
   1 41 - 50%

8. Are public agency staff housed in any district facilities in order to provide services to at-risk students or their families?

   2 Yes 3 No

If yes, please check all that apply:

Location(s):	Agencies: (Please list)
____ Central office	ESD, Youth Service Agency, Mental Health
1 Alternative school	
1 Elementary school	
2 Middle School	
2 High School	

9. In your opinion, what cooperative programs involving county school districts, the ESD, and other agencies should be developed to serve at-risk students?

10. Comments:

Please return by November 7, 1990 to: John Young
Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

If you wish to receive a copy of the results of this survey, please indicate your name and address.

APPENDIX D

PRINCIPAL SURVEYS

PRINCIPAL SURVEY
Elementary Schools N=10
Districts Under 3000 ADM

1. School Size: September, 1990 ADM varied 220-550

2. Grades served: K-6

3. Please indicate the approximate percent of students in your school considered to be at-risk due to low achievement.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	1 6		1							

4. What methods are used to identify low-achieving students in your school? (Check all that apply)

10 Achievement test scores: 6 Percentile 3 NCE 1 Other
What score identifies a low-achieving student? 25th to 50th percentile
3 Grades
What GPA or grade combination identifies a low-achieving student? 1.0
9 Teacher recommendation
2 Other: (Please describe) Parents, BEST Team, CARE Team

5. Approximately what percent of low-achieving students identified in #3 above are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	4 1		1		2		1 1			

B. Served by special education programs but not placed on an IEP?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 3	1 1	2	1		1					

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	2 1	1 1		1						

D. Served by other programs? (Please describe) Tutor, Chapter I

NR = 2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4	2 1							1		

6. Approximately what percent of your school's total enrollment is considered to be at risk for reasons other than low achievement, such as attendance, behavior, personal problems, or family problems?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
7	1 2									

7. Approximately what percent of the students identified in #6 above as at-risk for reasons other than low achievement are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3 | 3	2 |	| 1			1 |					

B. Served by special education programs but not placed on IEPs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4 | 1	2 |				1 |				1 |	1 |

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 | 1	3 | 1			1 |	1 |		1 |			1 |

D. Served by other programs? NR = 6

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 | 1	1 |									

How are these students served?

9 Counselor
5 Pull-out Program
2 Other (Please describe) Contracts, Chapter I, Student Tutors.

1 Alternative program within the school
2 Alternative program outside the school

8. What are the features of the methods, procedures, or instruments used in your school to identify students at-risk or potentially at-risk? (Check all that apply.)

3 None used in this school.
1 Used with all students as a screening device.
3 Used only with students referred by parents or teachers.
6 Is the same process used to identify special education students.
___ Is a process separate from special education identification process.
8 Involves teacher recommendation.
7 Involves parent recommendation.
4 Uses a formal instrument, check list, and/or form.
2 Includes student's socioeconomic status as a factor or indicator.
5 Includes English as a Second Language as a factor or indicator.
2 Includes racial or ethnic minority status as a factor or indicator.
2 Includes single-parent family status as a factor or indicator.
3 Includes student drug or alcohol problems as a factor or indicator.
4 Includes student's self-esteem as a factor or indicator.
___ Includes student runaway as a factor or indicator.
6 Takes into account student absenteeism.
6 Takes into account student behavior.
5 Takes into account student grades.
6 Takes into account student achievement test scores.
6 Takes into account student truancy.
5 Other Informally track, identified at-risk from year to year, refer to new at-risk to BEST Team, Multi-disciplinary Team.

9. Once identified, how are at-risk students further evaluated for diagnosis and intervention strategies? (Check all that apply.)

__2__ No further evaluation used.
__8__ Formal, validated instrument.
__6__ Informal procedures

Are such procedures used for:

__8__ Academic purposes?
__7__ Social or behavioral purposes?
__6__ Personal or self-esteem purposes?
____ Other?_____

10. When screening to identify, diagnose, and prescribe appropriate interventions for at-risk students, which of the following occur at your school? (Check all that apply.) NR = 1

__8__ screening
__7__ identification
__9__ diagnosis
__7__ intervention prescription

Which of the above occur away from your school? Sometimes all but prescription; all; seriously emotionally disturbed diagnosis

The process involves:

__9__ staff
__9__ parents
__6__ others (district specialists, other agency staff, medical staff, etc.)

11. During the past year, approximately what percent of the low achieving and other at-risk students in your school were retained at grade level?

____ Gr. K-1:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%
2 | 8

____ Gr. 2-3:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%
7 | 3

____ Gr. 4-6:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%
10

____ Gr. 7-8:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 9-12

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

12. Approximately what percent of the low-achieving or at-risk students in your school are served by diagnostic/prescriptive pull-out programs? NR = 2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	3	1			1		1 1			

IF MIDDLE SCHOOL OR HIGH SCHOOL GO TO ITEM #18

13. Is there a district-funded preschool program for four-year olds in your school?

____ Yes __10__ No

If yes, does the program include:

____ A written curriculum?
____ Parent involvement in the classroom?
____ Parent training?

14. Does the regular kindergarten program in your school use: (Check all that apply.)

__10__ Specific materials and a written curriculum?
__10__ Written management plans?
__10__ Structured and sequenced activities?
__10__ Parents in the classroom?

15. Approximately what percent of the kindergarten day is devoted to reading and language skill development?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
				1 2	1 1	3	1	1 1		

16. Are there opportunities for low-achieving or disadvantaged kindergarten students to attend full day in your school?

__3__ Yes __7__ No

If yes, approximately what percent of the kindergarten students attend full-day?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3										

17. Approximately what percent of the low-achieving first, second and third grade students in your school are served by one-to-one or small-group (4 or less) tutorial reading programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1					1 1	1			5

Is a specified timeline identified to bring such students to grade level?

__4__ Yes __5__ No

Is one-to-one or small-group tutoring provided for all first grade students in the lowest reading quartile?

__8__ Yes __1__ No

Tutoring is conducted by: (Check all that apply) NR = 1

7 Certified teachers
6 Trained adult volunteers
2 Untrained adults and/or students
9 Trained paraprofessionals
4 Trained older students

18. Continuous progress programs are those in which students are taught a hierarcy of skills and only move to a higher level upon successful completion of a mastery test.

Approximately what percent of the low-achieving or at-risk students in your school are served by continuous progress programs? NR = 2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 12	2								2	1 1

Please check all grade levels that use this strategy: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Do the continuous progress programs use:

6 A defined hierarchy of skills?
6 One-to-one or small-group instruction?
6 Levels testing?
6 Accurate record keeping?
6 Procedures to help students who do not pass mastery tests?
6

19. Cooperative learning is characterized by the use of mixed-ability groups working together cooperatively to solve problems and complete assignments, and is supplemented by skill development instruction in ability groups or individually.

Approximately what percent of the teachers in your school use such cooperative learning techniques with mixed-ability groups (including at-risk students) at least once per week in math and/or reading? NR = 1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		1 1		1 1 1	1	1 1	1 1	1 1		2 1

Please check all grade levels that use this strategy: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

20. Individualized instruction involves one to one instruction using programmed or other materials specific to the student's identified needs.

Approximately what percent of low-achieving or at-risk students in your school receive individualized reading and/or math instruction?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	3	2 2						2		

Please check all grade levels that use such individualized reading/math instruction: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Individualized programs include: (Check all that apply.)

10 One-to-one instruction
6 Programmed materials
9 Accurate record keeping
9 A hierarchy of learning objectives

21. Direct instruction is teacher directed in a structured but not an authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities.

Approximately what percent of the teachers in your school use such direct instruction at least once per week with reading and math groups that include at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1 1							1	1	5

Please check all grade levels that use this strategy: (all checked K-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

22. What attempts are made to match instructional methods, time-frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students? (Please check all that apply.)

5 Not used in this school.
1 Formal means are used to identify student learning styles.
5 Formal attempts are made to match learning style with methods, time-frames, and environments.

Please check all grade levels that use this strategy: (all checked K-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

23. Approximately what percent of the low-achieving or at-risk students in your school receive remedial instruction in math, reading, and/or language arts?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	2				1		1	2	1	3

Please check all grade levels that use such remedial instruction: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Remedial programs include:

10	Trained tutors/paraprofessionals	10	One-to-one instruction
10	Small group instruction	5	Programmed material
9	Certificated teachers	9	High structure

24. How is computer-assisted instruction used for reading, math or language development in your school? (Check all that apply.)

NR = 1

3 Not available in this school.

6

6 One-to-one remedial tutoring in math.
5 One-to-one remedial tutoring in reading.
1 One-to-one remedial tutoring in language.
____ Other

Please check all grade levels that use such computer-assisted instruction:
(all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

25. What formal programs or activities are used with at-risk students in your school to increase bonding with school or to decrease alienation. Please list examples (counseling, reward structures, clubs, etc.) of those designed for and involving low-achieving and other at-risk students.

NR = 7 Number available/school ranges from 2-6.
Mean = 4.0/School examples: positive action, rewards, big buddy-pee wee pals, double jumpers (grades), honors dessert, mentors, clubs, English/Spanish word of the day, self managers, drug prevention, counseling, student of the month, lunch with principal, stickers, art to hospital, "Gotcha" tickets, intercom recognition regarding work/behavior, outstanding student book, certificates, honor roll, STAR Program.

26. Based on your experience, approximately what percent of:

A. The teachers in your school demonstrate they believe low-achieving or at-risk students can learn and succeed:

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
!							2		2 1	5

B. The teachers in your school regularly involve at-risk students in experiential learning methods? NR = 1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					1			1		7

C. The courses of study contain goals and objectives specific to at-risk students? NR = 2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
6	1								1	

D. The at-risk students experience discipline problems in your school?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	3	2			1		1 1			

E. The reward structures and incentives are targeted specifically toward low achieving and at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
8	1						1			

27. Accelerated learning alternative programs are designed to bring students up to grade level within a specific period of time (ie. programs designed to bring student up to grade level by 4th grade or 6th grade etc., using accelerated curriculum, longer days, longer years, etc.).

Approximately what percent of the low achieving students in your school are served by accelerated programs? NR = 1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
6		1				1			1	

Please check all that apply to such accelerated programs:

__1__ Gr. K-3 ____ Gr. 4-6 ____ Gr. 7-8 ____ Gr. 9-12
____ District operated ____ Operated by another district or agency

28. Approximately what percent of the low-achieving or at-risk students in your school do not receive adequate additional or alternative help in order to improve and succeed due to a lack of resources (funding, time, training, staff, etc.)?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4	2 1	1			1				1	

29. Is there an identified school coordinator for at-risk student programs in your building?

__7__ Yes __3__ No

If yes, is that person: (Check one)

____ Principal/Vice-Principal
____ Classroom Teacher
__1__ Full-time Coordinator
__1__ Counselor
__4__ Special Ed. Teacher
__2__ Other Best Team half-time consultant teacher

29. Comments ---

If you wish to receive a copy of the results of this survey, please indicate your name and address.

Please return by December 15, 1990 to: John Young, Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

PRINCIPAL SURVEY
Middle Schools N=3
Districts Under 3000 ADM

1. School Size: September, 1990 ADM ~~varied:~~ 140-320

2. Grades served: ~~6-8, 7-8~~

3. Please indicate the approximate percent of students in your school considered to be at-risk due to low achievement.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	2	1								

4. What methods are used to identify low-achieving students in your school? (Check all that apply)

__3__ Achievement test scores: __2__ Percentile __1__ NCE ____ Other
What score identifies a low-achieving student? _____
__3__ Grades
What GPA or grade combination identifies a low-achieving student? __1.0__
__2__ Teacher recommendation
__1__ Other: (Please describe) Special Education testing

5. Approximately what percent of low-achieving students identified in #3 above are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1				1	1				

B. Served by special education programs but not placed on an IEP?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1	1		1						

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1							1		

D. Served by other programs? (Please describe)_____

NR = 2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1										

6. Approximately what percent of your school's total enrollment is considered to be at risk for reasons other than low achievement, such as attendance, behavior, personal problems, or family problems?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	2			1						

7. Approximately what percent of the students identified in #6 above as at-risk for reasons other than low achievement are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1					1					

B. Served by special education programs but not placed on IEPs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		1 1			1					

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		1		1				1		

D. Served by other programs? NR - 1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1 1		1							

How are these students served?

3 Counselor	___ Alternative program within the school
1 Pull-out Program	1 Alternative program outside the school
1 Other (Please describe) School Psychologist	

8. What are the features of the methods, procedures, or instruments used in your school to identify students at-risk or potentially at-risk? (Check all that apply.)

___ None used in this school.
___ Used with all students as a screening device.
1 Used only with students referred by parents or teachers.
1 Is the same process used to identify special education students.
___ Is a process separate from special education identification process.
3 Involves teacher recommendation.
2 Involves parent recommendation.
___ Uses a formal instrument, check list, and/or form.
1 Includes student's socioeconomic status as a factor or indicator.
1 Includes English as a Second Language as a factor or indicator.
1 Includes racial or ethnic minority status as a factor or indicator.
1 Includes single-parent family status as a factor or indicator.
2 Includes student drug or alcohol problems as a factor or indicator.
1 Includes student's self-esteem as a factor or indicator.
2 Includes student runaway as a factor or indicator.
3 Takes into account student absenteeism.
3 Takes into account student behavior.
3 Takes into account student grades.
3 Takes into account student achievement test scores.
3 Takes into account student truancy.
___ Other_____

9. Once identified, how are at-risk students further evaluated for diagnosis and intervention strategies? (Check all that apply.)

__1__ No further evaluation used.
____ Formal, validated instrument.
__2__ Informal procedures

Are such procedures used for:

__1__ Academic purposes?
__1__ Social or behavioral purposes?
__2__ Personal or self-esteem purposes?
__1__ Other? ~~Counseling~~

10. When screening to identify, diagnose, and prescribe appropriate interventions for at-risk students, which of the following occur at your school? (Check all that apply.)

__1__ screening
__2__ identification
__1__ diagnosis
__1__ intervention prescription

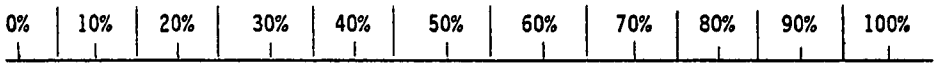
Which of the above occur away from your school?_____

The process involves:

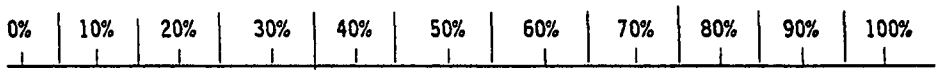
__3__ staff
__2__ parents
__2__ others (district specialists, other agency staff, medical staff, etc.)

11. During the past year, approximately what percent of the low achieving and other at-risk students in your school were retained at grade level?

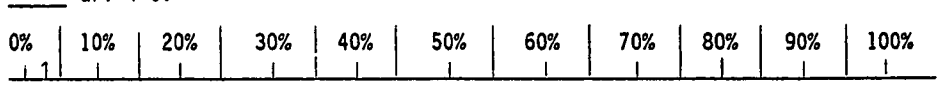
____ Gr. K-1:



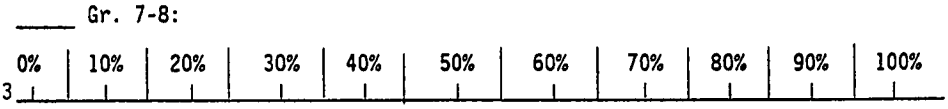
____ Gr. 2-3:



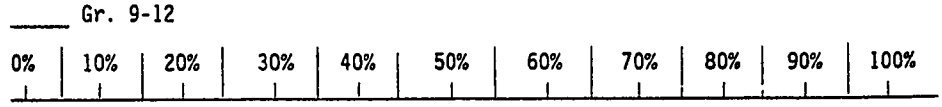
____ Gr. 4-6:



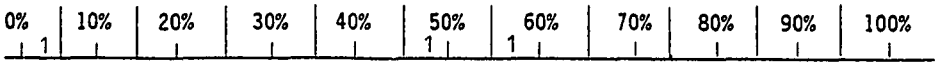
____ Gr. 7-8:



____ Gr. 9-12



12. Approximately what percent of the **low-achieving** or **at-risk** students in your school are served by diagnostic/prescriptive pull-out programs?



IF MIDDLE SCHOOL OR HIGH SCHOOL GO TO ITEM #18

13. Is there a district-funded preschool program for four-year olds in your school?

_____ Yes _____ No

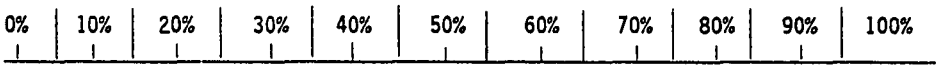
If yes, does the program include:

_____ A written curriculum?
_____ Parent involvement in the classroom?
_____ Parent training?

14. Does the regular kindergarten program in your school use: (Check all that apply.)

_____ Specific materials and a written curriculum?
_____ Written management plans?
_____ Structured and sequenced activities?
_____ Parents in the classroom?

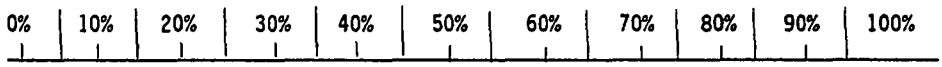
15. Approximately what percent of the kindergarten day is devoted to reading and language skill development?



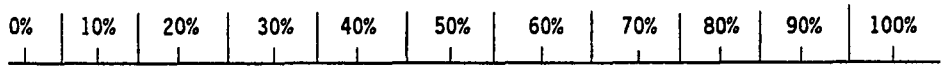
16. Are there opportunities for **low-achieving** or disadvantaged kindergarten students to attend full day in your school?

_____ Yes _____ No

If yes, approximately what percent of the kindergarten students attend full-day?



17. Approximately what percent of the **low-achieving** first, second and third grade students in your school are served by one-to-one or small-group (4 or less) tutorial reading programs?



Is a specified timeline identified to bring such students to grade level?

_____ Yes _____ No

Is one-to-one or small-group tutoring provided for all first grade students in the lowest reading quartile?

_____ Yes _____ No

Tutoring is conducted by: (Check all that apply)

____ Certified teachers
____ Trained adult volunteers
____ Untrained adults and/or students
____ Trained paraprofessionals
____ Trained older students

18. Continuous progress programs are those in which students are taught a hierarcy of skills and only move to a higher level upon successful completion of a mastery test.

Approximately what percent of the low-achieving or at-risk students in your school are served by continuous progress programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1					1 1					

Please check all grade levels that use this strategy: (all checked 6-8 or 7-8)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Do the continuous progress programs use:

3 A defined hierarchy of skills?
2 One-to-one or small-group instruction?
1 Levels testing?
2 Accurate record keeping?
2 Procedures to help students who do not pass mastery tests?

19. Cooperative learning is characterized by the use of mixed-ability groups working together cooperatively to solve problems and complete assignments, and is supplemented by skill development instruction in ability groups or individually.

Approximately what percent of the teachers in your school use such cooperative learning techniques with mixed-ability groups (including at-risk students) at least once per week in math and/or reading?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
				1	1				1	

Please check all grade levels that use this strategy: (all checked 6-8 or 7-8)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

20. Individualized instruction involves one to one instruction using programmed or other materials specific to the student's identified needs.

Approximately what percent of low-achieving or at-risk students in your school receive individualized reading and/or math instruction?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1		1							1

Please check all grade levels that use such individualized reading/math instruction: (all checked 6-8 or 7-8)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Individualized programs include: (Check all that apply.)

3 One-to-one instruction
3 Programmed materials
1 Accurate record keeping
1 A hierarchy of learning objectives

21. Direct instruction is teacher directed in a structured but not an authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities.

Approximately what percent of the teachers in your school use such direct instruction at least once per week with reading and math groups that include at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
							1			2

Please check all grade levels that use this strategy: (all checked 6-8 or 7-8)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

22. What attempts are made to match instructional methods, time-frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students? (Please check all that apply.)

2 Not used in this school.
1 Formal means are used to identify student learning styles.
___ Formal attempts are made to match learning style with methods, time-frames, and environments.

Please check all grade levels that use this strategy: (all checked 6-8 or 7-8)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

23. Approximately what percent of the low-achieving or at-risk students in your school receive remedial instruction in math, reading, and/or language arts?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1					1			1		

Please check all grade levels that use such remedial instruction: (all checked 6-8 or 7-8)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Remedial programs include:

1 Trained tutors/paraprofessionals	1 One-to-one instruction
2 Small group instruction	2 Programmed material
2 Certificated teachers	1 High structure

24. How is computer-assisted instruction used for reading, math or language development in your school? (Check all that apply.)

1 Not available in this school.

1 One-to-one remedial tutoring in math.
1 One-to-one remedial tutoring in reading.
1 One-to-one remedial tutoring in language.
1 Other

Please check all grade levels that use such computer-assisted instruction: (all checked 6-8 or 7-8)

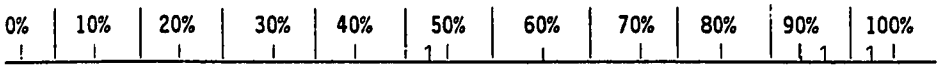
___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

25. What formal programs or activities are used with at-risk students in your school to increase bonding with school or to decrease alienation. Please list examples (counseling, reward structures, clubs, etc.) of those designed for and involving low-achieving and other at-risk students.

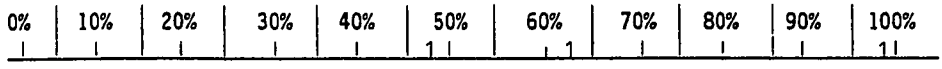
Number available per school ranges from 2-3.
Mean = 2.3 per school. Examples: counseling, awards, mentors, after school activities, clubs.

26. Based on your experience, approximately what percent of:

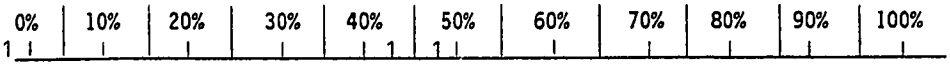
A. The teachers in your school demonstrate they believe low-achieving or at-risk students can learn and succeed:



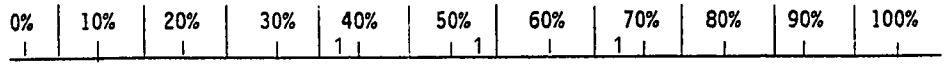
B. The teachers in your school regularly involve at-risk students in experiential learning methods?



C. The courses of study contain goals and objectives specific to at-risk students?



D. The at-risk students experience discipline problems in your school?



E. The reward structures and incentives are targeted specifically toward low achieving and at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1			1	1						

27. Accelerated learning alternative programs are designed to bring students up to grade level within a specific period of time (ie. programs designed to bring student up to grade level by 4th grade or 6th grade etc., using accelerated curriculum, longer days, longer years, etc.).

Approximately what percent of the low achieving students in your school are served by accelerated programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	1									

Please check all that apply to such accelerated programs:

____ Gr. K-3 __1__ Gr. 4-6 __2__ Gr. 7-8 ____ Gr. 9-12
____ District operated ____ Operated by another district or agency

28. Approximately what percent of the low-achieving or at-risk students in your school do not receive adequate additional or alternative help in order to improve and succeed due to a lack of resources (funding, time, training, staff, etc.)?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		1		1	1					

29. Is there an identified school coordinator for at-risk student programs in your building?

__2__ Yes __1__ No

If yes, is that person: (Check one)

__2__ Principal/Vice-Principal
____ Classroom Teacher
____ Full-time Coordinator
__1__ Counselor
__1__ Special Ed. Teacher
__1__ Other Student assistance Program coordinator

29. Comments ---

If you wish to receive a copy of the results of this survey, please indicate your name and address.

Please return by December 15, 1990 to: John Young, Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

PRINCIPAL SURVEY
High Schools N=3
Districts Under 3000 ADM

1. School Size: September, 1990 ADM varied 210-450

2. Grades served: 9-12

3. Please indicate the approximate percent of students in your school considered to be at-risk due to low achievement.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1	2								

4. What methods are used to identify low-achieving students in your school? (Check all that apply)

__3__ Achievement test scores: __2__ Percentile ____ NCE ____ Other
What score identifies a low-achieving student? 30th-50th percentile
__3__ Grades
What GPA or grade combination identifies a low-achieving student? 1.0
__2__ Teacher recommendation
__1__ Other: (Please describe) Team, deficiency notices

5. Approximately what percent of low-achieving students identified in #3 above are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1					1		1			

B. Served by special education programs but not placed on an IEP?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1		1								

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1		1							

D. Served by other programs? (Please describe) Seriously Emotionally Disturbed, Learning Disabled, SAVE Program

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	1									

6. Approximately what percent of your school's total enrollment is considered to be at risk for reasons other than low achievement, such as attendance, behavior, personal problems, or family problems?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1 1	1								

7. Approximately what percent of the students identified in #6 above as at-risk for reasons other than low achievement are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1			1							

B. Served by special education programs but not placed on IEPs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1					1					

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1		1	1						

D. Served by other programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	2									

How are these students served?

2 Counselor
1 Pull-out Program
1 Other (Please describe) Project Success (class)
1 Alternative program within the school
2 Alternative program outside the school

8. What are the features of the methods, procedures, or instruments used in your school to identify students at-risk or potentially at-risk? (Check all that apply.)

____ None used in this school.
____ Used with all students as a screening device.
2 Used only with students referred by parents or teachers.
1 Is the same process used to identify special education students.
2 Is a process separate from special education identification process.
3 Involves teacher recommendation.
1 Involves parent recommendation.
1 Uses a formal instrument, check list, and/or form.
3 Includes student's socioeconomic status as a factor or indicator.
3 Includes English as a Second Language as a factor or indicator.
3 Includes racial or ethnic minority status as a factor or indicator.
3 Includes single-parent family status as a factor or indicator.
3 Includes student drug or alcohol problems as a factor or indicator.
3 Includes student's self-esteem as a factor or indicator.
2 Includes student runaway as a factor or indicator.
3 Takes into account student absenteeism.
3 Takes into account student behavior.
3 Takes into account student grades.
3 Takes into account student achievement test scores.
3 Takes into account student truancy.
____ Other_____

9. Once identified, how are at-risk students further evaluated for diagnosis and intervention strategies? (Check all that apply.)

__1__ No further evaluation used.
__1__ Formal, validated instrument.
__1__ Informal procedures

Are such procedures used for:

__1__ Academic purposes?
__1__ Social or behavioral purposes?
__1__ Personal or self-esteem purposes?
__1__ Other?_____

10. When screening to identify, diagnose, and prescribe appropriate interventions for at-risk students, which of the following occur at your school? (Check all that apply.)

__1__ screening
__2__ identification
__3__ diagnosis
__2__ intervention prescription

Which of the above occur away from your school?_____

The process involves:

__3__ staff
__3__ parents
__1__ others (district specialists, other agency staff, medical staff, etc.)

11. During the past year, approximately what percent of the low achieving and other at-risk students in your school were retained at grade level?

_____ Gr. K-1:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

_____ Gr. 2-3:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

_____ Gr. 4-6:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

_____ Gr. 7-8:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

_____ Gr. 9-12

0% 2 | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

1 comment: Students retain selves if credits not earned.

12. Approximately what percent of the low-achieving or at-risk students in your school are served by diagnostic/prescriptive pull-out programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

IF MIDDLE SCHOOL OR HIGH SCHOOL GO TO ITEM #18

13. Is there a district-funded preschool program for four-year olds in your school?

_____ Yes _____ No

If yes, does the program include:

_____ A written curriculum?
_____ Parent involvement in the classroom?
_____ Parent training?

14. Does the regular kindergarten program in your school use: (Check all that apply.)

_____ Specific materials and a written curriculum?
_____ Written management plans?
_____ Structured and sequenced activities?
_____ Parents in the classroom?

15. Approximately what percent of the kindergarten day is devoted to reading and language skill development?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

16. Are there opportunities for low-achieving or disadvantaged kindergarten students to attend full day in your school?

_____ Yes _____ No

If yes, approximately what percent of the kindergarten students attend full-day?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

17. Approximately what percent of the low-achieving first, second and third grade students in your school are served by one-to-one or small-group (4 or less) tutorial reading programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Is a specified timeline identified to bring such students to grade level?

_____ Yes _____ No

Is one-to-one or small-group tutoring provided for all first grade students in the lowest reading quartile?

_____ Yes _____ No

Tutoring is conducted by: (Check all that apply)

____ Certified teachers
____ Trained adult volunteers
____ Untrained adults and/or students
____ Trained paraprofessionals
____ Trained older students

18. Continuous progress programs are those in which students are taught a hierarcy of skills and only move to a higher level upon successful completion of a mastery test.

Approximately what percent of the low-achieving or at-risk students in your school are served by continuous progress programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	1									

Please check all grade levels that use this strategy: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___10 ___11 ___12

Do the continuous progress programs use:

1 A defined hierarchy of skills?
1 One-to-one or small-group instruction?
1 Levels testing?
1 Accurate record keeping?
1 Procedures to help students who do not pass mastery tests?

19. Cooperative learning is characterized by the use of mixed-ability groups working together cooperatively to solve problems and complete assignments, and is supplemented by skill development instruction in ability groups or individually.

Approximately what percent of the teachers in your school use such cooperative learning techniques with mixed-ability groups (including at-risk students) at least once per week in math and/or reading?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					2					1

Please check all grade levels that use this strategy: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___10 ___11 ___12

20. Individualized instruction involves one to one instruction using programmed or other materials specific to the student's identified needs.

Approximately what percent of low-achieving or at-risk students in your school receive individualized reading and/or math instruction?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1 1				1					

Please check all grade levels that use such individualized reading/math instruction: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Individualized programs include: (Check all that apply.)

3 One-to-one instruction
3 Programmed materials
3 Accurate record keeping
2 A hierarchy of learning objectives

21. Direct instruction is teacher directed in a structured but not an authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities.

Approximately what percent of the teachers in your school use such direct instruction at least once per week with reading and math groups that include at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1		1								2

Please check all grade levels that use this strategy: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

22. What attempts are made to match instructional methods, time-frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students? (Please check all that apply.)

2 Not used in this school.
___ Formal means are used to identify student learning styles.
1 Formal attempts are made to match learning style with methods, time-frames, and environments.

Please check all grade levels that use this strategy: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

23. Approximately what percent of the low-achieving or at-risk students in your school receive remedial instruction in math, reading, and/or language arts?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1		1								1

Please check all grade levels that use such remedial instruction: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Remedial programs include:

2	Trained tutors/paraprofessionals	1	One-to-one instruction
1	Small group instruction	2	Programmed material
2	Certificated teachers	2	High structure

24. How is computer-assisted instruction used for reading, math or language development in your school? (Check all that apply.)

____ Not available in this school.

2 One-to-one remedial tutoring in math.
2 One-to-one remedial tutoring in reading.
2 One-to-one remedial tutoring in language.
1 Other

Please check all grade levels that use such computer-assisted instruction: (9-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___10 ___11 ___12

25. What formal programs or activities are used with at-risk students in your school to increase bonding with school or to decrease alienation. Please list examples (counseling, reward structures, clubs, etc.) of those designed for and involving low-achieving and other at-risk students.

NR = 1 Number of programs per school are 1 or 2.
Mean = 1.7 programs per school. Examples: SAVE program (special class for freshmen study skills), counselors, rewards, mentors, after school activities.

26. Based on your experience, approximately what percent of:

A. The teachers in your school demonstrate they believe low-achieving or at-risk students can learn and succeed:

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					1				1	1

B. The teachers in your school regularly involve at-risk students in experiential learning methods?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
						1		1		1

C. The courses of study contain goals and objectives specific to at-risk students? NR = 1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1					1					

D. The at-risk students experience discipline problems in your school?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		1		1						1

E. The reward structures and incentives are targeted specifically toward low achieving and at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1		1						1		

27. Accelerated learning alternative programs are designed to bring students up to grade level within a specific period of time (ie. programs designed to bring student up to grade level by 4th grade or 6th grade etc., using accelerated curriculum, longer days, longer years, etc.).

Approximately what percent of the low achieving students in your school are served by accelerated programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2										1

Please check all that apply to such accelerated programs:

____ Gr. K-3 ____ Gr. 4-6 ____ Gr. 7-8 _3_ Gr. 9-12
_1_ District operated ____ Operated by another district or agency

28. Approximately what percent of the low-achieving or at-risk students in your school do not receive adequate additional or alternative help in order to improve and succeed due to a lack of resources (funding, time, training, staff, etc.)? NR = 1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					2					

29. Is there an identified school coordinator for at-risk student programs in your building?

_1_ Yes _2_ No

If yes, is that person: (Check one)

_1_ Principal/Vice-Principal _1_ Counselor
____ Classroom Teacher _1_ Special Ed. Teacher
____ Full-time Coordinator _1_ Other

29. Comments ---

If you wish to receive a copy of the results of this survey, please indicate your name and address.

Please return by December 15, 1990 to: John Young, Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

PRINCIPAL SURVEY
ELEMENTARY SCHOOLS N=28
DISTRICTS OVER 3000 ADM

1. School Size: September, 1990 ADM varied: 250-650

2. Grades served: K - 6 , K - 5

3. Please indicate the approximate percent of students in your school considered to be at-risk due to low achievement. NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	6 7	3 1	4	2	2					

4. What methods are used to identify low-achieving students in your school? (Check all that apply)

25 Achievement test scores: 15 Percentile 2 NCE ___ Other
What score identifies a low-achieving student? varies: 20th to 40th percentile
13 Grades
What GPA or grade combination identifies a low-achieving student? varies 1.5-2.0
25 Teacher recommendation
10 Other: (Please describe) Achievement tests, criterion referenced tests observations, special education assessment, parents, building, screening behavior, Chapter 1 assesment, individualized assessments, student attitude effort, interest, multidisciplinary teams, tutors, child study team.

5. Approximately what percent of low-achieving students identified in #3 above are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4	8 2	2 1	1	1 2	1 2	1 1	1	1		

B. Served by special education programs but not placed on an IEP? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4 8	5 2	3 1	1 1		1				1	

C. Served only by regular classroom programs? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3 3	4 1	3 2	1	2		1	1	2	2	2

D. Served by other programs? (Please describe) Care team, modified programs, ESL, Chapter 1, Counseling, ESD, specialists, child development specialist migrant program. NR=15

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4 3	2 2				1	1				

6. Approximately what percent of your school's total enrollment is considered to be at risk for reasons other than low achievement, such as attendance, behavior, personal problems, or family problems?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
11	7 1	2 1	4	1	1					

7. Approximately what percent of the students identified in #6 above as at-risk for reasons other than low achievement are: NR=1

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
8 6	2 1	4 1			3		1			1

B. Served by special education programs but not placed on IEPs? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4 1 10	1 2	2 1	2 1		2	1				1

C. Served only by regular classroom programs? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1 4	4 1	3	1 1	1	2	1	1		2	3

D. Served by other programs? NR=11

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 1 6	3	1			1 1	2		1		

How are these students served? NR=1

17	Counselor	2	Alternative program within the school
10	Pull-out Program	2	Alternative program outside the school
5	Other (Please describe)	Care team, bilingual tutor, nurse, mentor.	

8. What are the features of the methods, procedures, or instruments used in your school to identify students at-risk or potentially at-risk? (Check all that apply.)

____	None used in this school.
6	Used with all students as a screening device.
15	Used only with students referred by parents or teachers.
11	Is the same process used to identify special education students.
10	Is a process separate from special education identification process.
26	Involves teacher recommendation.
25	Involves parent recommendation.
16	Uses a formal instrument, check list, and/or form.
11	Includes student's socioeconomic status as a factor or indicator.
14	Includes English as a Second Language as a factor or indicator.
9	Includes racial or ethnic minority status as a factor or indicator.
8	Includes single-parent family status as a factor or indicator.
12	Includes student drug or alcohol problems as a factor or indicator.
21	Includes student's self-esteem as a factor or indicator.
9	Includes student runaway as a factor or indicator.
21	Takes into account student absenteeism.
24	Takes into account student behavior.
21	Takes into account student grades.
20	Takes into account student achievement test scores.
14	Takes into account student truancy.
____	Other_____

9. Once identified, how are at-risk students further evaluated for diagnosis and intervention strategies? (Check all that apply.)

__2__ No further evaluation used.
__18__ Formal, validated instrument.
__23__ Informal procedures

Are such procedures used for: NR=1

__20__ Academic purposes?
__23__ Social or behavioral purposes?
__23__ Personal or self-esteem purposes?
__1__ Other? Child study team.

10. When screening to identify, diagnose, and prescribe appropriate interventions for at-risk students, which of the following occur at your school? (Check all that apply.) NR=2

__18__ screening
__25__ identification
__19__ diagnosis
__25__ intervention prescription

Which of the above occur away from your school? diagnosis, intervention prescription for outside placement, district level decisions, ~~medical, home visits~~.

The process involves:

__26__ staff
__21__ parents
__22__ others (district specialists, other agency staff, medical staff, etc.)

11. During the past year, approximately what percent of the low achieving and other at-risk students in your school were retained at grade level?

____ Gr. K-1: NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
10	16 1									

____ Gr. 2-3: NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
17 9	1									

____ Gr. 4-6: NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
24 3										

____ Gr. 7-8:

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

____ Gr. 9-12

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

12. Approximately what percent of the low-achieving or at-risk students in your school are served by diagnostic/prescriptive pull-out programs? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
6 | 2	3 | 4	2 |	2 |	1 |	1 |	|	2 |	|1	1 |	|

IF MIDDLE SCHOOL OR HIGH SCHOOL GO TO ITEM #18

13. Is there a district-funded preschool program for four-year olds in your school? NR=1

2* Yes 25 No *handicapped only

If yes, does the program include:

2 A written curriculum?
2 Parent involvement in the classroom?
2 Parent training?

14. Does the regular kindergarten program in your school use: (Check all that apply.) NR-1

27 Specific materials and a written curriculum?
14 Written management plans?
25 Structured and sequenced activities?
26 Parents in the classroom?

15. Approximately what percent of the kindergarten day is devoted to reading and language skill development? NR-2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
|	|	2 |	|	2 |	3 | 3	|	5 |	6 | 3	1 |	1

16. Are there opportunities for low-achieving or disadvantaged kindergarten students to attend full day in your school?

5 Yes 23 No

If yes, approximately what percent of the kindergarten students attend full-day?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
5 |	|	|	|	|	|	|	|	|	|	|

17. Approximately what percent of the low-achieving first, second and third grade students in your school are served by one-to-one or small-group (4 or less) tutorial reading programs? NR-1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3 |	7 | 4	4 |	1 |	1 |	|	|	1 |	1 |	2 |	3 |

Is a specified timeline identified to bring such students to grade level?

2 Yes 24 No NR=2

Is one-to-one or small-group tutoring provided for all first grade students in the lowest reading quartile? NR=1

20 Yes 7 No

Tutoring is conducted by: (Check all that apply) NR=2

25 Certified teachers
17 Trained adult volunteers
6 Untrained adults and/or students
23 Trained paraprofessionals
7 Trained older students

18. Continuous progress programs are those in which students are taught a hierarcy of skills and only move to a higher level upon successful completion of a mastery test.

Approximately what percent of the low-achieving or at-risk students in your school are served by continuous progress programs? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
15 | 3	1 | 1	1 |		2 |		1 |				1 |

Please check all grade levels that use this strategy: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Do the continuous progress programs use: NR=1

4 A defined hierarchy of skills?
8 One-to-one or small-group instruction?
8 Levels testing?
6 Accurate record keeping?
6 Procedures to help students who do not pass mastery tests?

19. Cooperative learning is characterized by the use of mixed-ability groups working together cooperatively to solve problems and complete assignments, and is supplemented by skill development instruction in ability groups or individually.

Approximately what percent of the teachers in your school use such cooperative learning techniques with mixed-ability groups (including at-risk students) at least once per week in math and/or reading? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
|	1 |	2 |		1 |	1 |			3 | 1	6 | 1	11 |

Please check all grade levels that use this strategy: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

20. Individualized instruction involves one to one instruction using programmed or other materials specific to the student's identified needs.

Approximately what percent of low-achieving or at-risk students in your school receive individualized reading and/or math instruction? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3 | 6	5 | 2	2 | 1			2 |				1 2	2 |

Please check all grade levels that use such individualized reading/math instruction: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Individualized programs include: (Check all that apply.)
NR=2

17 One-to-one instruction
9 Programmed materials
12 Accurate record keeping
11 A hierarchy of learning objectives

21. Direct instruction is teacher directed in a structured but not an authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities.

Approximately what percent of the teachers in your school use such direct instruction at least once per week with reading and math groups that include at-risk students? NR-1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	1 1		1 1		1 1	1	1	3 2	3	9

Please check all grade levels that use this strategy: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

22. What attempts are made to match instructional methods, time-frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students? (Please check all that apply.)
NR=1

15 Not used in this school.
4 Formal means are used to identify student learning styles.
8 Formal attempts are made to match learning style with methods, time-frames, and environments.

Please check all grade levels that use this strategy: (all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

23 Approximately what percent of the low-achieving or at-risk students in your school receive remedial instruction in math, reading, and/or language arts?
NR=5

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1 2	2 2		1	1	3	1	4 2	2	1

Please check all grade levels that use such remedial instruction:
(all checked K-6 or 1-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Remedial programs include:

23	Trained tutors/paraprofessionals	20	One-to-one instruction
24	Small group instruction	9	Programmed material
24	Certificated teachers	9	High structure

24. How is computer-assisted instruction used for reading, math or language development in your school? (Check all that apply.)
NR=3

8 Not available in this school.

12 One-to-one remedial tutoring in math.
13 One-to-one remedial tutoring in reading.
8 One-to-one remedial tutoring in language.
5 Other

Please check all grade levels that use such computer-assisted instruction:
(all checked either K-6, 1-6, 3-6)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___10 ___11 ___12

25. What formal programs or activities are used with at-risk students in your school to increase bonding with school or to decrease alienation. Please list examples (counseling, reward structures, clubs, etc.) of those designed for and involving low-achieving and other at-risk students.

N=7 Number available/school ranges from 0 to 7.
MEAN: 3.5/school. Examples: Counseling, special assemblies, all school reading, clubs, certificates, rewards, mentors, teacher helpers intramurals, assigned social workers
(continued on next page)

26. Based on your experience, approximately what percent of:

A. The teachers in your school demonstrate they believe low-achieving or at-risk students can learn and succeed: NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					1	1	1 2	3	4 6	9

B. The teachers in your school regularly involve at-risk students in experiential learning methods? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1					1 1	1	6 1	2 3	8

C. The courses of study contain goals and objectives specific to at-risk students? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
5 1		1 2	2	1	1 1	2	2		2 3	2

D. The at-risk students experience discipline problems in your school?
NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	2 1	2	3	2	6 1	4	2	2		1

25. (continued)

management plans, principal rewards, special recognition, CARE teams, after school activities, friendship circles, booster club (self-esteem) Positive Action, success book TLC Program, Citizen of the Month, just say no, T-shirts, students assist guide problem solvers/conflict resolution, social skill awareness, special classes, class meetings, awards, peer tutor, weekly rewards, adopt a kid, student bodies, Study Hall, school wide reward system, HOBBA--Helping Others by Being Awesome Club (i.e, study and social skills), reaching the stars work program, -special friends- new kid on the block program, classroom guidance activities, new kid orientation play groups, in-school suspension.

E. The reward structures and incentives are targeted specifically toward low achieving and at-risk students? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
5 1	2	1	3 1	1	6 2		2	2		

27. Accelerated learning alternative programs are designed to bring students up to grade level within a specific period of time (ie. programs designed to bring student up to grade level by 4th grade or 6th grade etc., using accelerated curriculum, longer days, longer years, etc.).

Approximately what percent of the low achieving students in your school are served by accelerated programs? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 1 2							1			

Please check all that apply to such accelerated programs:

3 Gr. K-3 2 Gr. 4-6 ____ Gr. 7-8 ____ Gr. 9-12
____ District operated ____ Operated by another district or agency

28. Approximately what percent of the low-achieving or at-risk students in your school do not receive adequate additional or alternative help in order to improve and succeed due to a lack of resources (funding, time, training, staff, etc.)? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3 5	4 1	1	2 1	1	3	1	3			1

29. Is there an identified school coordinator for at-risk student programs in your building? NR=2

16 Yes 10 No

If yes, is that person: (Check one)

4 Principal/Vice-Principal 11 Counselor
2 Classroom Teacher 8 Special Ed. Teacher
____ Full-time Coordinator 3 Other

29. Comments ---

None

If you wish to receive a copy of the results of this survey, please indicate your name and address.

Please return by December 15, 1990 to: John Young, Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

PRINCIPAL SURVEY
MIDDLE SCHOOLS N=7
DISTRICTS OVER 3000 ADM

1. School Size: September, 1990 ADM varied: 500 to 900

2. Grades served: 6-8, 7-9

3. Please indicate the approximate percent of students in your school considered to be at-risk due to low achievement.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	2	1 1	3							

4. What methods are used to identify low-achieving students in your school? (Check all that apply)

5 Achievement test scores: 3 Percentile 1 NCE 1 Other
What score identifies a low-achieving student? varies 20th to 50th percentile
7 Grades
What GPA or grade combination identifies a low-achieving student? varies 1.5 to 2.0
5 Teacher recommendation
4 Other: (Please describe) Attendance, teacher referral, special education discipline, IEP, behavior checklist.

5. Approximately what percent of low-achieving students identified in #3 above are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	3 1					1	1			

B. Served by special education programs but not placed on an IEP?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
5 2										

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1 2	1	1 1			1				

D. Served by other programs? (Please describe) ESL, Tutor, Chapter 1, Study skills class, ABLE, Student Assistance Program.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	2 2	1		1						

6. Approximately what percent of your school's total enrollment is considered to be at risk for reasons other than low achievement, such as attendance, behavior, personal problems, or family problems?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	3		1 1				1			

7. Approximately what percent of the students identified in #6 above as at-risk for reasons other than low achievement are: NR=2

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 2		1								

B. Served by special education programs but not placed on IEPs? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4 1 1										

C. Served only by regular classroom programs? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1 1			1			1	1			

D. Served by other programs? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 2	3									

How are these students served?

7 Counselor
2 Pull-out Program
1 Other (Please describe) limited day, behavior plan.
2 Alternative program within the school
3 Alternative program outside the school

8. What are the features of the methods, procedures, or instruments used in your school to identify students at-risk or potentially at-risk? (Check all that apply.)

____ None used in this school.
4 Used with all students as a screening device.
1 Used only with students referred by parents or teachers.
3 Is the same process used to identify special education students.
6 Is a process separate from special education identification process.
7 Involves teacher recommendation.
6 Involves parent recommendation.
5 Uses a formal instrument, check list, and/or form.
____ Includes student's socioeconomic status as a factor or indicator.
2 Includes English as a Second Language as a factor or indicator.
1 Includes racial or ethnic minority status as a factor or indicator.
1 Includes single-parent family status as a factor or indicator.
6 Includes student drug or alcohol problems as a factor or indicator.
6 Includes student's self-esteem as a factor or indicator.
5 Includes student runaway as a factor or indicator.
7 Takes into account student absenteeism.
7 Takes into account student behavior.
7 Takes into account student grades.
6 Takes into account student achievement test scores.
2 Takes into account student truancy.
____ Other_____

9. Once identified, how are at-risk students further evaluated for diagnosis and intervention strategies? (Check all that apply.)

____ No further evaluation used.
4 Formal, validated instrument.
6 Informal procedures

Are such procedures used for:

7 Academic purposes?
7 Social or behavioral purposes?
7 Personal or self-esteem purposes?
____ Other?_____

10. When screening to identify, diagnose, and prescribe appropriate interventions for at-risk students, which of the following occur at your school? (Check all that apply.)

6 screening
7 identification
6 diagnosis
7 intervention prescription

Which of the above occur away from your school? Intervention prescription, drug evaluation.
The process involves:

6 staff
6 parents
5 others (district specialists, other agency staff, medical staff, etc.)

11. During the past year, approximately what percent of the low achieving and other at-risk students in your school were retained at grade level?

____ Gr. K-1:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 2-3:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 4-6:

0% 2 | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 7-8: NR=1

0% 4 2 | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 9-12 NR=1

0% 5 1 | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

12. Approximately what percent of the low-achieving or at-risk students in your school are served by diagnostic/prescriptive pull-out programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2;1	1	2					1			

IF MIDDLE SCHOOL OR HIGH SCHOOL GO TO ITEM #18

13. Is there a district-funded preschool program for four-year olds in your school?

_____ Yes _____ No

If yes, does the program include:

_____ A written curriculum?
_____ Parent involvement in the classroom?
_____ Parent training?

14. Does the regular kindergarten program in your school use: (Check all that apply.)

_____ Specific materials and a written curriculum?
_____ Written management plans?
_____ Structured and sequenced activities?
_____ Parents in the classroom?

15. Approximately what percent of the kindergarten day is devoted to reading and language skill development?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

16. Are there opportunities for low-achieving or disadvantaged kindergarten students to attend full day in your school?

_____ Yes _____ No

If yes, approximately what percent of the kindergarten students attend full-day?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

17. Approximately what percent of the low-achieving first, second and third grade students in your school are served by one-to-one or small-group (4 or less) tutorial reading programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Is a specified timeline identified to bring such students to grade level?

_____ Yes _____ No

Is one-to-one or small-group tutoring provided for all first grade students in the lowest reading quartile?

_____ Yes _____ No

Tutoring is conducted by: (Check all that apply)

_____ Certified teachers
_____ Trained adult volunteers
_____ Untrained adults and/or students
_____ Trained paraprofessionals
_____ Trained older students

18. Continuous progress programs are those in which students are taught a hierarcy of skills and only move to a higher level upon successful completion of a mastery test. NR=1

Approximately what percent of the low-achieving or at-risk students in your school are served by continuous progress programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
31		1				1 1				

Please check all grade levels that use this strategy: (all checked 6-8/7-9)

____ K ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7
____ 8 ____ 9 ____10 ____11 ____12

Do the continuous progress programs use:

3 A defined hierarchy of skills?
2 One-to-one or small-group instruction?
3 Levels testing?
3 Accurate record keeping?
3 Procedures to help students who do not pass mastery tests?

19. Cooperative learning is characterized by the use of mixed-ability groups working together cooperatively to solve problems and complete assignments, and is supplemented by skill development instruction in ability groups or individually.

Approximately what percent of the teachers in your school use such cooperative learning techniques with mixed-ability groups (including at-risk students) at least once per week in math and/or reading?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1	1			1		1		2	1

Please check all grade levels that use this strategy: (all checked 6-8/7-9)

____ K ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7
____ 8 ____ 9 ____10 ____11 ____12

20. Individualized instruction involves one to one instruction using programmed or other materials specific to the student's identified needs.

Approximately what percent of low-achieving or at-risk students in your school receive individualized reading and/or math instruction?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
11	2	2 1				1				

Please check all grade levels that use such individualized reading/math instruction: (all checked 6-8,7-9)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12
NR=1

Individualized programs include: (Check all that apply.)

5 One-to-one instruction
5 Programmed materials
5 Accurate record keeping
5 A hierarchy of learning objectives

21. Direct instruction is teacher directed in a structured but not an authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities.

Approximately what percent of the teachers in your school use such direct instruction at least once per week with reading and math groups that include at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1							1	1	4

Please check all grade levels that use this strategy: (all checked 6-8/7-9)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

22. What attempts are made to match instructional methods, time-frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students? (Please check all that apply.)

5 Not used in this school.
1 Formal means are used to identify student learning styles.
2 Formal attempts are made to match learning style with methods, time-frames, and environments.

Please check all grade levels that use this strategy: (all checked 6-8/7-9)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

23. Approximately what percent of the low-achieving or at-risk students in your school receive remedial instruction in math, reading, and/or language arts?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	1 1	1				1	1			

Please check all grade levels that use such remedial instruction: (all checked 6-8/7-9)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Remedial programs include:

6	Trained tutors/paraprofessionals	5	One-to-one instruction
5	Small group instruction	3	Programmed material
5	Certificated teachers	4	High structure

24. How is computer-assisted instruction used for reading, math or language development in your school? (Check all that apply.)

4 Not available in this school.

1 One-to-one remedial tutoring in math.
1 One-to-one remedial tutoring in reading.
1 One-to-one remedial tutoring in language.
1 Other

Please check all grade levels that use such computer-assisted instruction:
(all checked 6-8/7-9)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

25. What formal programs or activities are used with at-risk students in your school to increase bonding with school or to decrease alienation. Please list examples (counseling, reward structures, clubs, etc.) of those designed for and involving low-achieving and other at-risk students.

NR=2 Number of programs per building ranges from 1 to 6.
MEAN: 4.0 per building. Examples: Mentor programs, counseling, behavior contracts, daily record checks, homeroom guide program, awards, clubs, intramurals, progressive honor roll, support groups, peer tutorings, student recognition.

26. Based on your experience, approximately what percent of:

A. The teachers in your school demonstrate they believe low-achieving or at-risk students can learn and succeed:

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					1	1	1		1	3

B. The teachers in your school regularly involve at-risk students in experiential learning methods?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
			1		2	1			2	1

C. The courses of study contain goals and objectives specific to at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1	1				2	1			1

D. The at-risk students experience discipline problems in your school?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		1		1	1	1	1		1	

E. The reward structures and incentives are targeted specifically toward low achieving and at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	1			2						2

27. Accelerated learning alternative programs are designed to bring students up to grade level within a specific period of time (ie. programs designed to bring student up to grade level by 4th grade or 6th grade etc., using accelerated curriculum, longer days, longer years, etc.).

Approximately what percent of the low achieving students in your school are served by accelerated programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
6	1									

Please check all that apply to such accelerated programs:

____ Gr. K-3 ____ Gr. 4-6 __1__ Gr. 7-8 __1__ Gr. 9-12
____ District operated ____ Operated by another district or agency

28. Approximately what percent of the low-achieving or at-risk students in your school do not receive adequate additional or alternative help in order to improve and succeed due to a lack of resources (funding, time, training, staff, etc.)? NR=3

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	1							2		

29. Is there an identified school coordinator for at-risk student programs in your building?

__5__ Yes __2__ No

If yes, is that person: (Check one)

__2__ Principal/Vice-Principal __3__ Counselor
____ Classroom Teacher __1__ Special Ed. Teacher
__2__ Full-time Coordinator ____ Other

29. Comments ---

None

If you wish to receive a copy of the results of this survey, please indicate your name and address.

Please return by December 15, 1990 to: John Young, Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

PRINCIPAL SURVEY
HIGH SCHOOLS N=5
DISTRICTS OVER 3000 ADM

1. School Size: September, 1990 ADM varied: 1200 to 1800

2. Grades served: 9-12, 10-12

3. Please indicate the approximate percent of students in your school considered to be at-risk due to low achievement. NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1	2 1	1								

4. What methods are used to identify low-achieving students in your school? (Check all that apply)

__2__ Achievement test scores: __2__ Percentile ____ NCE ____ Other
What score identifies a low-achieving student? 30th percentile
__5__ Grades
What GPA or grade combination identifies a low-achieving student? 1.0-2.0
__5__ Teacher recommendation
__2__ Other: (Please describe) student record, child development specialist, court, absenteeism, loss of credit, history of failure, dysfunctional family.

5. Approximately what percent of low-achieving students identified in #3 above are:

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	2					1				

B. Served by special education programs but not placed on an IEP?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 2	1									

C. Served only by regular classroom programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1	1							1 1	1

D. Served by other programs? (Please describe) Alternative programs, success seminar Student retention Initiative Grant, Peer Tutors counseling, special at risk curriculum.

NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	1							1		

6. Approximately what percent of your school's total enrollment is considered to be at risk for reasons other than low achievement, such as attendance, behavior, personal problems, or family problems?

NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1		2	1 2							

Comment: Can't Separate out.

7. Approximately what percent of the students identified in #6 above as at-risk for reasons other than low achievement are: NR=1

A. Placed on an IEP and served in special education programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3	1									

B. Served by special education programs but not placed on IEPs? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 1	1									

C. Served only by regular classroom programs? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1 1								1	2

D. Served by other programs? NR=1

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	2									

How are these students served?

2 Counselor	1 Alternative program within the school
1 Pull-out Program	2 Alternative program outside the school
1 Other (Please describe) peer tutor, natural helper, mentors, contracts.	

8. What are the features of the methods, procedures, or instruments used in your school to identify students at-risk or potentially at-risk? (Check all that apply.)

____	None used in this school.
____	Used with all students as a screening device.
2	Used only with students referred by parents or teachers.
2	Is the same process used to identify special education students.
3	Is a process separate from special education identification process.
5	Involves teacher recommendation.
3	Involves parent recommendation.
2	Uses a formal instrument, check list, and/or form.
____	Includes student's socioeconomic status as a factor or indicator.
1	Includes English as a Second Language as a factor or indicator.
____	Includes racial or ethnic minority status as a factor or indicator.
1	Includes single-parent family status as a factor or indicator.
3	Includes student drug or alcohol problems as a factor or indicator.
1	Includes student's self-esteem as a factor or indicator.
1	Includes student runaway as a factor or indicator.
5	Takes into account student absenteeism.
5	Takes into account student behavior.
4	Takes into account student grades.
2	Takes into account student achievement test scores.
4	Takes into account student truancy.
1	Other Student assistance referral program.

9. Once identified, how are at-risk students further evaluated for diagnosis and intervention strategies? (Check all that apply.)

____ No further evaluation used.
__2__ Formal, validated instrument.
__5__ Informal procedures

Are such procedures used for:

__3__ Academic purposes?
__4__ Social or behavioral purposes?
__4__ Personal or self-esteem purposes?
____ Other?_____

10. When screening to identify, diagnose, and prescribe appropriate interventions for at-risk students, which of the following occur at your school? (Check all that apply.)

__5__ screening
__5__ identification
__3__ diagnosis
__3__ intervention prescription

Which of the above occur away from your school? Intervention, sometimes all

The process involves:

__4__ staff
__3__ parents
__4__ others (district specialists, other agency staff, medical staff, etc.)

11. During the past year, approximately what percent of the low achieving and other at-risk students in your school were retained at grade level?

____ Gr. K-1:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 2-3:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 4-6:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 7-8:

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

____ Gr. 9-12 NR=2

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%
1i 2

Comment: Students earn credit not retained. Students retain themselves by not having enough credit, held at 11th grade until enough

12. Approximately what percent of the low-achieving or at-risk students in your school are served by diagnostic/prescriptive pull-out programs?

1 4 | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%

IF MIDDLE SCHOOL OR HIGH SCHOOL GO TO ITEM #18

13. Is there a district-funded preschool program for four-year olds in your school?

_____ Yes _____ No

If yes, does the program include:

_____ A written curriculum?
_____ Parent involvement in the classroom?
_____ Parent training?

14. Does the regular kindergarten program in your school use: (Check all that apply.)

_____ Specific materials and a written curriculum?
_____ Written management plans?
_____ Structured and sequenced activities?
_____ Parents in the classroom?

15. Approximately what percent of the kindergarten day is devoted to reading and language skill development?

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

16. Are there opportunities for low-achieving or disadvantaged kindergarten students to attend full day in your school?

_____ Yes _____ No

If yes, approximately what percent of the kindergarten students attend full-day?

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

17. Approximately what percent of the low-achieving first, second and third grade students in your school are served by one-to-one or small-group (4 or less) tutorial reading programs?

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Is a specified timeline identified to bring such students to grade level?

_____ Yes _____ No

Is one-to-one or small-group tutoring provided for all first grade students in the lowest reading quartile?

_____ Yes _____ No

Tutoring is conducted by: (Check all that apply)

____ Certified teachers
____ Trained adult volunteers
____ Untrained adults and/or students
____ Trained paraprofessionals
____ Trained older students

18. Continuous progress programs are those in which students are taught a hierarcy of skills and only move to a higher level upon successful completion of a mastery test.

Approximately what percent of the low-achieving or at-risk students in your school are served by continuous progress programs?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1 3								1 1		

Please check all grade levels that use this strategy: (all checked 9-12 or 10-12)

____ K ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7
____ 8 ____ 9 ____10 ____11 ____12

Do the continuous progress programs use:

NR=2

__1__ A defined hierarchy of skills?
__2__ One-to-one or small-group instruction?
__2__ Levels testing?
__2__ Accurate record keeping?
__2__ Procedures to help students who do not pass mastery tests?

19. Cooperative learning is characterized by the use of mixed-ability groups working together cooperatively to solve problems and complete assignments, and is supplemented by skill development instruction in ability groups or individually.

Approximately what percent of the teachers in your school use such cooperative learning techniques with mixed-ability groups (including at-risk students) at least once per week in math and/or reading?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	2		1 1	1						

Please check all grade levels that use this strategy: (all checked 9-12 or 10-12)

____ K ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7
____ 8 ____ 9 ____10 ____11 ____12

20. Individualized instruction involves one to one instruction using programmed or other materials specific to the student's identified needs.

Approximately what percent of low-achieving or at-risk students in your school receive individualized reading and/or math instruction?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1 1	2	1								

Please check all grade levels that use such individualized reading/math instruction: (all checked 9-12 or 10-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Individualized programs include: (Check all that apply.)

4 One-to-one instruction
3 Programmed materials
2 Accurate record keeping
3 A hierarchy of learning objectives

21. Direct instruction is teacher directed in a structured but not an authoritarian manner, is characterized by clear goals, extensive content coverage, accurate monitoring of student performance, numerous opportunities for feedback to students and uses material appropriate to student abilities.

Approximately what percent of the teachers in your school use such direct instruction at least once per week with reading and math groups that include at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1			1				1	1		1

Please check all grade levels that use this strategy: (all checked 9-12/10-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

22. What attempts are made to match instructional methods, time-frames and classroom environments with the needs and learning styles of low-achieving and other at-risk students? (Please check all that apply.)
NR=2

1 Not used in this school.
2 Formal means are used to identify student learning styles.
2 Formal attempts are made to match learning style with methods, time-frames, and environments.

Please check all grade levels that use this strategy: (all checked 9-12/10-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

23. Approximately what percent of the low-achieving or at-risk students in your school receive remedial instruction in math, reading, and/or language arts?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1			1				1	1	1

Please check all grade levels that use such remedial instruction: (all checked 9-12/10-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

Remedial programs include:

5	Trained tutors/paraprofessionals	3	One-to-one instruction
5	Small group instruction	2	Programmed material
5	Certificated teachers	2	High structure

24. How is computer-assisted instruction used for reading, math or language development in your school? (Check all that apply.)

3 Not available in this school.

____ One-to-one remedial tutoring in math.
2 One-to-one remedial tutoring in reading.
2 One-to-one remedial tutoring in language.
____ Other

Please check all grade levels that use such computer-assisted instruction:
(all checked 9-12/10-12)

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
___ 8 ___ 9 ___ 10 ___ 11 ___ 12

25. What formal programs or activities are used with at-risk students in your school to increase bonding with school or to decrease alienation. Please list examples (counseling, reward structures, clubs, etc.) of those designed for and involving low-achieving and other at-risk students.
NR=2 Number of programs per building ranges from 1-5. Mean= 3.0 per building.
Examples: Sunrise youth camp, success seminar, counseling, hispanic clubs parent involvement, assemblies directed at at-risk behaviors, Advocate Program support groups.

26. Based on your experience, approximately what percent of:

A. The teachers in your school demonstrate they believe low-achieving or at-risk students can learn and succeed:

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
			1			2	1			1

B. The teachers in your school regularly involve at-risk students in experiential learning methods?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1							2	1	1	

C. The courses of study contain goals and objectives specific to at-risk students?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1	1	1	1	1					

D. The at-risk students experience discipline problems in your school?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	1			1 1				1 1		

E. The reward structures and incentives are targeted specifically toward low achieving and at-risk students? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2	1									

27. Accelerated learning alternative programs are designed to bring students up to grade level within a specific period of time (ie. programs designed to bring student up to grade level by 4th grade or 6th grade etc., using accelerated curriculum, longer days, longer years, etc.).

Approximately what percent of the low achieving students in your school are served by accelerated programs? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2 1 1										

Please check all that apply to such accelerated programs:

_____ Gr. K-3 _____ Gr. 4-6 _____ Gr. 7-8 _1_ Gr. 9-12
_____ District operated _____ Operated by another district or agency

28. Approximately what percent of the low-achieving or at-risk students in your school do not receive adequate additional or alternative help in order to improve and succeed due to a lack of resources (funding, time, training, staff, etc.)? NR=2

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
					1		1			1

29. Is there an identified school coordinator for at-risk student programs in your building?

_1_ Yes _4_ No

If yes, is that person: (Check one)

_1_ Principal/Vice-Principal _1_ Counselor
_____ Classroom Teacher _____ Special Ed. Teacher
_____ Full-time Coordinator _____ Other

29. Comments ---

None

If you wish to receive a copy of the results of this survey, please indicate your name and address.

Please return by December 15, 1990 to: John Young, Assistant Superintendent
Washington County ESD
17705 NW Springville Road
Portland, OR 97229

THANK YOU!

APPENDIX E

DOCUMENT ANALYSIS: SPECIAL AND ALTERNATIVE PROGRAM DESCRIPTIONS

The following pages show the major components of the 19 special and alternative programs available to at-risk students in Washington County school districts. Each program has been given a number. Descriptive components are indicated in the column beneath that number by a Yes (Y) or No (N) response to indicate whether the program includes that component. The chart shows program components regarding grade levels served, funding sources, operating times, types of facilities, target students, program purposes, enrollments, instructional foci, and program goals.

The following gives a brief description of each program. The more detailed descriptive chart follows.

Program Number	Description
1.	A mentor program matching at-risk high school students with an adult mentor from local businesses, social service agencies, or government; has a focus on pre employment skills.
2.	Youth conservation corps programs providing work experience and education opportunities for at-risk high school students.
3.	A parent volunteer program providing assistance to low-achieving and other at-risk elementary students.
4.	A continuing education program for young parents with a focus on basic and social skills; includes parenting classes.
5.	A program combining basic and life skills courses with summer work experience; serves 9th and 10th grade students.
6.	Dual enrollment programs allowing high school students the alternative of completing their high school program at a community college.
7.	A study and life skills course for 9th grade students matching students with adult advocates.
8.	A program providing advocacy, counseling, support, incentives and employment assistance for at-risk high school students.
9.	A peer tutoring project for at-risk high school students.

10. A migrant education program providing basic skills assistance to K-12 migrant students during the regular school day and summer.

11. An alternative high school emphasizing individualized instruction and providing on-site child care and pre-employment skills training during the day and evening.

12. A program for 9th grade students providing study and life skills instruction, counseling and advocacy services.

13. An evening alternative high school providing individualized instruction for credit deficient students.

14. Summer school programs for low-achieving K-12 students.

15. An advocate program for at-risk high school students.

16. A study skills and support program for 10th-12th grade students reentering high school.

17. An alternative high school program for 11th and 12th grade students focusing on individualized instruction and monitored work experience.

18. An alternative high school program providing individualized instruction, on-site child care and pre-employment training.

19. An alternative high school program for juvenile offenders focusing on basic and social skill development.

DOCUMENT ANALYSIS
SPECIAL AND ALTERNATIVE PROGRAM DESCRIPTIONS

Y=Yes N=No

	Special or Alternative Program									
Description	1	2	3	4	5	6	7	8	9	10
Serves:										
Elementary	N	N	Y	N	N	N	N	N	N	Y
Middle	N	N	N	Y	Y	N	Y	N	Y	Y
High School	Y	Y	N	Y	Y	Y	Y	Y	N	Y
Single District	N	N	Y	Y	N	N	N	N	Y	N
Multiple Districts	Y	Y	N	N	Y	Y	Y	Y	N	Y
Funded by:										
Local District	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Tuition	N	N	N	N	N	N	N	N	N	N
Public Grant	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Private Grant	Y	Y	N	N	Y	N	Y	N	N	N
Other	N	Y	N	N	N	N	N	N	N	N
Operates during:										
School Day	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evening	Y	N	Y	Y	N	Y	N	N	N	N
Weekend	Y	N	N	N	N	N	N	N	N	N
Summer	Y	Y	N	N	Y	Y	Y	N	N	Y
Operates as:										
In-school Pullout	N	N	N	N	N	N	Y	Y	Y	Y
School w/in School	N	N	N	N	N	N	N	N	N	N
Separate Facility	N	Y	N	Y	N	Y	N	N	N	N
Target students:										
Minority	Y	Y	N	N	Y	N	Y	Y	N	Y
Teen parent	Y	N	N	Y	N	N	N	N	N	N
Migrant	N	N	N	N	N	N	N	N	N	Y
English as Second Language	N	N	N	N	N	N	N	N	N	Y
Low Income	Y	Y	Y	N	Y	N	Y	Y	N	Y
Low Achieving	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Dropout	N	Y	N	N	Y	Y	N	N	N	Y
General At-Risk	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Purpose:										
Stay in School	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Credit Deficient	N	N	N	N	N	Y	N	N	N	Y
H.S. Completion	Y	Y	N	Y	Y	Y	N	Y	N	Y
G.E.D.	N	Y	N	Y	Y	Y	N	N	N	Y
Vocational	Y	Y	N	N	Y	Y	Y	Y	N	N

Guidance/ Self Concept	Y	N	N	Y	Y	Y	Y	Y	Y	Y
English as Second Language	N	N	N	N	N	N	N	N	N	Y
Serves less than 250 students (# served)	13	10	80	70	95	90	48	35	60	*
	5	0	0	0	5	0	8	5	0	
Instruction includes:										
Basic skill development	N	Y	Y	Y	Y	Y	N	N	Y	Y
Concept analysis	N	N	N	N	N	Y	N	N	N	N
Problem solving	N	Y	Y	Y	N	Y	Y	Y	Y	Y
Skill application	N	N	N	Y	Y	Y	N	N	Y	Y
Stated goal to link school to values and experiences of students	N	N	Y	N	N	N	Y	Y	Y	Y
Focus on increasing academic success	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Focus on improving self concept	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Focus on developing trust and support	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Promotes school membership and bonding	N	N	Y	N	N	N	N	Y	Y	N
Includes experiential learning	Y	Y	N	Y	Y	Y	Y	N	N	N
Includes direct instruction	N	N	N	Y	Y	Y	N	N	Y	Y
Includes accelerated learning	N	N	N	N	N	N	N	N	N	N
Includes work experience	N	Y	N	N	Y	Y	Y	N	N	N
Requires parent involvement	N	N	Y	N	N	N	Y	N	N	Y
Formal program evaluation	N	N	N	N	N	Y	N	N	Y	Y
Informal program evaluation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

* Serves 1000 students at multiple sites, 92-320 per site.

DOCUMENT ANALYSIS
SPECIAL AND ALTERNATIVE PROGRAM DESCRIPTIONS
(continued)

Y=Yes N=No

Description	Special or Alternative Program									
	11	12	13	14	15	16	17	18	19	Total % Yes
Serves:										
Elementary	N	N	N	Y	N	N	N	N	N	16%
Middle	N	Y	Y	Y	N	N	N	Y	Y	53%
High School	Y	Y	Y	Y	Y	Y	Y	Y	Y	90%
Single District	Y	Y	N	N	Y	Y	Y	N	N	42%
Multiple Districts	N	N	Y	Y	N	N	N	Y	Y	58%
Funded by:										
Local District	Y	Y	Y	Y	Y	Y	Y	Y	N	84%
Tuition	Y	N	Y	Y	N	N	N	N	N	16%
Public Grant	Y	N	Y	N	N	N	Y	Y	N	68%
Private Grant	Y	N	Y	N	N	N	N	N	N	32%
Other	N	N	N	N	N	N	N	N	Y	11%
Operates during:										
School Day	Y	Y	N	N	Y	Y	Y	Y	Y	90%
Evening	Y	N	Y	N	N	N	N	Y	N	37%
Weekend	N	N	N	N	Y	N	N	N	N	11%
Summer	Y	N	Y	Y	N	N	N	N	Y	53%
Operates as:										
In-school Pullout	N	Y	N	N	Y	Y	Y	N	N	42%
School w/in School	N	N	N	N	N	N	N	N	N	0%
Separate Facility	Y	N	Y	Y	N	N	N	Y	Y	42%
Target students:										
Minority	Y	N	Y	Y	N	N	N	Y	N	53%
Teen parent	Y	N	Y	Y	N	N	N	Y	N	32%
Migrant	Y	N	Y	Y	N	N	N	N	N	21%
English as Second Language	Y	N	Y	N	N	N	N	N	N	16%
Low Income	Y	N	Y	N	N	N	N	Y	N	53%
Low Achieving	Y	N	Y	Y	Y	Y	Y	Y	N	74%
Dropout	Y	N	Y	N	N	Y	N	Y	Y	47%
General At-Risk	Y	Y	Y	Y	Y	Y	Y	Y	N	90%
Purpose:										
Stay in School	Y	Y	Y	N	Y	Y	Y	Y	N	90%
Credit Deficient	Y	N	Y	Y	N	N	N	Y	Y	37%
H.S. Completion	Y	N	Y	Y	N	Y	N	Y	Y	63%
G.E.D.	Y	N	Y	N	N	N	N	Y	Y	47%

Vocational Guidance/	Y	N	N	N	N	N	Y	Y	N	47%
Self Concept	Y	Y	Y	N	Y	Y	Y	Y	Y	84%
English as Second Language	Y	N	Y	N	N	N	N	N	N	16%
Serves less	3				1		1	1		3197
than 250 students	0	6	**	***	0	2	8	0	1	
(# served)	0	0			0	0	0	0	4	
Instruction includes:										
Basic skill development	Y	N	Y	Y	N	N	Y	Y	Y	68%
Concept analysis	Y	N	Y	N	N	N	N	Y	Y	26%
Problem solving	Y	Y	Y	Y	Y	Y	Y	Y	Y	90%
Skill application	Y	Y	Y	Y	N	N	Y	Y	Y	63%
Stated goal to link school to values and experiences of students	Y	Y	Y	N	Y	Y	Y	Y	N	63%
Focus on increasing academic success	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%
Focus on improving self concept	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%
Focus on developing trust and support	Y	Y	Y	N	Y	Y	Y	Y	Y	95%
Promotes school membership and bonding	Y	Y	N	N	Y	Y	Y	Y	N	47%
Includes experiential learning	Y	Y	Y	Y	N	N	Y	Y	Y	68%
Includes direct instruction	Y	N	Y	Y	N	N	Y	Y	Y	58%
Includes accelerated learning	Y	N	Y	N	N	N	N	N	N	11%
Includes work experience	Y	N	Y	N	N	N	Y	Y	N	42%
Requires parent involvement	N	N	N	N	N	N	N	N	N	16%
Formal program evaluation	Y	N	Y	Y	N	N	N	Y	Y	42%
Informal program evaluation	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%

** Serves students in multiple sites, 240 and 225 per site.
*** Serves students in multiple sites, 200 each at three sites and 5 at one site.